

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | 100% of K-5 grade students will meet or exceed their expected RIT growth September to May. | 100% of All City students will attend school on time 90% or more days of the entire school year. | Develop leadership skills in students. | Conduct a 2nd annual Jane Addams (ACE/EIC) Parent Event. | | | | Educate parents on the 7 Habits of Happy Kids. |
| Strategy 1 | Collaborate with primary / intermediate team in weekly collaboration to analyze MAP scores and plan for MAP Growth Skills lessons. | Students will be recognized for being in school and on time on a weekly basis. | Teach 7 Habits of Happy Kids to all students during 'family' and 'morning meeting' time. | Form planning committee to prepare for a parent event with a goal of bringing together varying cultures to better understand one another. | | | | Principal will teach the 7 Habits at parent training sessions. |
| Strategy 1 Timeline | Sept 2018-May 2019 | Sept-May | Sept 2018-May 2019 | October 2018 | | | | August 27, 28, 29 |
| Strategy 1 Person/Group Responsible | Classroom teachers, Instructional Coach | Classroom Teachers, Jane Hannemann | Classroom teachers | Jane Addams Leadership Teams | | | | Jane Hannemann |
| Strategy 2 | Technology Integration Leader + one other teacher will train teachers on use of MAP learning continuum and other tools to help with analyzing and understanding data. | Each student will develop a personal Data Notebook to track their own progress in reading, math, attendance, successes, etc. | All teachers will personally use the habits to develop their effectiveness as a teacher through a book talk using Stephen Covey's 7 Habits of Highly Effective People | Invite families and hold parent event. | | | | Counselor will share parent tips for supporting classroom lessons on the 7 habits at home. |
| Strategy 2 Timeline | Sept 2018 | Sept 2018-May 2019 | Sept 2018-May 2019 | October-February | | | | Sept 2018-May 2019 |
| Strategy 2 Person/Group Responsible | Eliza Leloux | Classroom Teachers | Classroom teachers, Counselor, Art, Music, PE, Library teachers | Leadership Team | | | | Tammy Sweeter |
| Strategy 3 | Analyze MAP data with primary/intermediate teams | | Make the 7 Habits visible in our school (hallways, lunchroom, bathrooms) | | | | | Teachers will communicate with parents monthly on the habit being taught in the classroom. |
| Strategy 3 Timeline | September 2018 and January 2019 | | Sept 2018-May 2019 | | | | | Sept 2018-May 2019 |
| Strategy 3 Person/Group Responsible | Classroom teachers, instructional coach, principal | | All Staff | | | | | Classroom Teachers |
| | | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | # of collaboration meetings MAP scores of students using MAP Growth Skills | # of days present # of days on time | Student self-reflection of each | # of people in attendance at the event | | | | Checklist of habits taught |
| Professional Development Supporting Attainment of Outcome | 1/2 day teacher collaboration TIL staff to TIE conference | | Planning time for teachers to develop 7 Habits lessons. | | | | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | SPSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Meaningful time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to high effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SPSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SPSD will provide a nurturing and safe learning experience for all. | SPSD will develop strategies to enhance a culturally responsive workforce. | SPSD will develop strategies to enhance quality and diversity of its workforce. | SPSD will explore strategies to retain high quality staff. | SPSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SPSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Outcome Statement | | | | | | | | |
| Goals | By May 2018, 100% of Anne Sullivan students will meet or exceed their projected MAP growth goal. | Change: By June 2018, Anne Sullivan will increase the percentage of those students who attend 90% of the time from 81.8% to 85%. Pulse hover over home page/assessment data. | By the end of the 2018-2019 school year, the number of office referrals will decrease by 20% from the 2017-2018 school year. | | | | By 2018, the Gallup mean for Q12: This last year, I have had opportunities at work to learn and grow will increase from 4.23 to 4.25. | |
| Strategy 1: Facilitate Professional development in collaborative model in literacy | Instructional Leadership Team will meet bi-weekly, or more, to plan and facilitate professional development in the collaborative model in literacy. Weekly meetings at certain times of the year. | 90 minute ELA block with an additional intervention scheduled for EL and SPED | | | | | Instructional Leadership Team will meet bi-weekly, or more, to plan and facilitate professional development in the collaborative model in literacy. Weekly meetings at certain times of the year. | |
| Strategy 1 timeline | 2015-2019 | 2015-19 | | | | | 2015-2019 | |
| Strategy 1 Person/Group Responsible | Instructional Leadership Team | Classroom teachers and intervention/discovery teachers | | | | | Instructional Leadership Team | |
| Data to be Utilized to Monitor or Evaluate Outcome | Monitor: MAP, Running Record/Reading Observation Form, Staff Survey, Smarter Balanced Assessment, WIDA, CCC observation forms/assessments | Monitor: MAP, Running Record/Reading Observation Form, Staff Survey, Smarter Balanced Assessment, WIDA, CCC observation forms/assessments | | | | | Staff surveys | |
| Professional Development Supporting Attainment of Outcome | PD with New Staff on PLC/Data Cycle | PD with New Staff on PLC/Data Cycle | | | | | PD with New Staff on PLC/Data Cycle | |
| Strategy 2: Grade Level teams will use the PLC model utilizing data and planning instruction. | Teachers will continue to utilize Professional Learning Communities to analyze data collected from formative and summative assessments, plan effective instruction, identify interventions, and collaborate to ensure each child increases their reading achievement. | Teachers will continue to utilize Professional Learning Communities to analyze data collected from formative and summative assessments, plan effective instruction, identify interventions, and collaborate to ensure each child increases their reading achievement. | | | | | | |
| Strategy 2 timeline | 2015-2019 | 2015-2019 | | | | | | |
| Strategy 2 Person/Group Responsible | Classroom teachers, EL teachers, SPED, Literacy, Special Teachers, Instructional Coaches, and Admin | Classroom teachers, EL teachers, SPED, Literacy, Special Teachers, Instructional Coaches, and Admin | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Monitor: MAP, Running Record/Reading Observation Form, CCC observation forms/assessments Outcome: WIDA, MAP, Smarter Balanced | Monitor: MAP, Running Record/Reading Observation Form, CCC observation forms/assessments Outcome: WIDA, MAP, Smarter Balanced | | | | | | |
| Professional Development Supporting Attainment of Outcome | PD with New Staff on PLC/Data Cycle, Back to school in-service | PD with New Staff on PLC/Data Cycle, Back to school in-service | | | | | | |
| Strategy 3: Benchmark Meetings | Grade level teams will participate in a one-hour reading and one-hour math benchmark meeting three times throughout the 2015-19 school year (Sept, Jan, May). Grade level meetings will continue our commitment to continuous improvement by: We will ensure the focus of our learning community by studying what students must learn, evaluating student performance, developing systematic interventions and support when they struggle, and extending and enriching learning when students master intended outcomes. | Grade level teams will participate in a one-hour reading and one-hour math benchmark meeting three times throughout the 2015-19 school year (Sept, Jan, May). Grade level meetings will continue our commitment to continuous improvement by: We will ensure the focus of our learning community by studying what students must learn, evaluating student performance, developing systematic interventions and support when they struggle, and extending and enriching learning when students master intended outcomes. | | | | | Grade level teams will participate in a one-hour reading and one-hour math benchmark meeting three times throughout the 2015-19 school year (Sept, Jan, May). Grade level meetings will include a segment related to PLC/teams/PLC. | |
| Strategy 3 timeline | 2015-2019 | 2015-2019 | | | | | | |
| Strategy 3 Person/Group Responsible | Classroom teachers, EL teachers, SPED, Instructional Coaches, and Admin | Classroom teachers, EL teachers, SPED, Instructional Coaches, and Admin | | | | | Classroom teachers, EL teachers, SPED, Instructional Coaches, and Admin | |
| Data to be Utilized to Monitor or Evaluate Outcome | Monitor: MAP, Running Record/Reading Observation Form, Outcome: WIDA, MAP, Smarter Balanced | Monitor: WIDA, Word Analysis, MAP, Running Record/Reading Observation Form, Outcome: WIDA, MAP, Smarter Balanced | | | | | Staff surveys | |
| Professional Development Supporting Attainment of Outcome | | | | | | | | |
| Strategy 4: Sharing curricular focus | Classroom teachers will provide SPED, CTE and EL teachers with a Quarterly map focus via email or Google Docs. | | | | | | | |
| Strategy 4 timeline | 2015-2018 | | | | | | | |
| Strategy 4 person/group responsible | ELL teachers, SPED teachers, Classroom teachers | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | MAP, Smarter Balanced, Running Record/Reading Observation Form, WIDA, ANIM, CCC reading observations/assessments | | | | | | | |
| Professional Development Supporting Attainment of Outcome | | | | | | | | |
| Strategy 5: Writing Instruction | Being a Writer: Utilize small group/individual writing conferencing. Notations on 8 traits of writing. | | | | | | | Teachers will explain the writing process during conferences using Collaborative Classroom Curriculum rubrics, 8 traits rubrics, and district writing assessments. |
| Strategy 5 timeline | 2015-2019 | 2015-2019 | | | | | | 2015-2019 |
| Strategy 5 person/group responsible | Classroom Teachers | Classroom & SPED Teachers | | | | | | Teachers |
| Data to be Utilized to Monitor or Evaluate Outcome | Monitor: CCC rubrics, 8 traits rubric Outcome: Student Writing Assessment, Smarter Balanced Assessment | Being a Writer observations, 6 traits writing rubric | | | | | | |
| Professional Development Supporting Attainment of Outcome | District ELA Curriculum PD | District ELA Curriculum PD | | | | | | District ELA Curriculum PD |
| Strategy 6: Math Intervention | Teachers will identify students struggling with math skills based on MAP assessments. Then using the ANIM assessments progress monitor their growth and develop strategic strategies for instruction. These targeted students will participate in a daily at least 15 minutes of math intervention, throughout the day when available. | Teachers will identify students struggling with math skills based on MAP assessments. Then using the ANIM assessments progress monitor their growth and develop strategic strategies for instruction. These targeted students will participate in a daily at least 15 minutes of math intervention, throughout the day when available. | | | | | | Math Family Night: Teachers plan a game for students to take home. |
| Strategy 6 timeline | 2015-2019 | 2015-2019 | | | | | | April 2019 |
| Strategy 6 person/group responsible | Classroom & SPED teachers | Classroom & SPED teachers | | | | | | Teachers, Admin, Instructional Coach |
| Data to be Utilized to Monitor or Evaluate Outcome | Monitor: MAP, ANIM Outcome: MAP, Smarter Balanced Assessment | Monitor: MAP, ANIM Outcome: MAP, Smarter Balanced Assessment | | | | | | |
| Professional Development Supporting Attainment of Outcome | ANIM training for new staff Utilizing the MAP data | ANIM training for new staff Utilizing the MAP data | | | | | | |
| Strategy 7: Building a Nurturing Community | | | Cooperator Classroom Lessons (9-8 weeks), Chess lessons, Boys Town lessons | Trauma: Sensitive/Mindfulness for teachers/book talks | | | | |
| Strategy 7 timeline | | | Weekly | 2016-2019 | | | | |
| Strategy 7 person/group responsible | | | Classroom Teacher (Schedule made by Student Coordinator and Counselor), Tier II instruction | Interested staff members | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | | | Review 360, Chess Survey, Climate Survey, Gallup Survey, Office Referral | Gallup Poll | | | | |
| Professional Development Supporting Attainment of Outcome | | | Boys Town Training for new staff, Chess training | Fostering Resilient Learners book by Spears and Hall | | | | |
| Strategy 8: Code to the Future | Assembly for 4th and 5th graders to hear expertise from community members who code for an occupation. | | | | Community members who code for an occupation visit with students to share their expertise. | | | Community members who code for an occupation visit with students to share their expertise. |
| Strategy 8 timeline | 2017-2019 | | | | 2017-2019 | | | 2017-2019 |
| Strategy 8 person/group responsible | Administration | | | | Administration | | | Administration |
| Data to be Utilized to Monitor or Evaluate Outcome | Code to the Future rubrics | | | | Code to the Future rubrics | | | Code to the Future rubrics |
| Professional Development Supporting Attainment of Outcome | All staff training sessions with CTF coach as well as weekly CTF coach visits. | | | | All staff training sessions with CTF coach as well as weekly CTF coach visits. | | | All staff training sessions with CTF coach as well as weekly CTF coach visits. |
| Strategy 9: Attendance Team | | Weekly to bi-weekly attendance team meetings. | | | | | | |
| Strategy 9 timeline | | 2017-2019 | | | | | | |
| Strategy 9 person/group responsible | | Clerical, Social Worker, Liaison, Administration, Success Coordinator | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | | Attendance data from ID STARS | | | | | | |
| Professional Development Supporting Attainment of Outcome | | Attendance/Worksheets | | | | | | |
| Strategy 10: Gallup/Cultural Task Force | | | | Cultural Task Force meetings throughout the year. | | Gallup Task Force meetings throughout the year. | | |
| Strategy 10 timeline | | | | 2017-2020 | | 2017-2020 | | |
| Strategy 10 person/group responsible | | | | Cultural Task Force | | Gallup Task Force | | |
| Data to be Utilized to Monitor or Evaluate Outcome | | | | Gallup Survey in the spring. | | Gallup Survey in the spring. | | |
| Professional Development Supporting Attainment of Outcome | | | | The Task Force will investigate best practices of a culturally responsive workforce. | | Admin Gallup Training | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals –statement of what your strategies are going to change=our RIT scores will increase by | 100% of our students will maintain or exceed their fall projected growth goal in both reading and math using MAP assessment results in the Spring. | Using student Smarter Balanced Assessment results, the number of gap students scoring level 2 ELA and math will be decreased. | Improve student engagement as measured by the Gallup student poll. Improve the staff engagement survey results | Teachers at Challenge Center will participate in ongoing PD based on culturally responsive pedagogy in their instruction. | | | Teachers at Challenge Center will participate in a booktalk- Genius Hour | |
| Strategy 1 | On a rotation, staff will attend the NAGC (National Association for Gifted Children) Conference to enhance the growth and development of gifted and talented children. | Staff will work together to achieve the vision where giftedness and high potential are fully recognized, universally valued, and actively nurtured to support children from all backgrounds in reaching for their personal best | Use and implement Responsive Classroom strategies to build community and a safe learning environment for all. Classroom meetings and morning announcements reinforcement will be the primary goal of the sharing of expected student behaviors with students. All staff are responsible for creating a safe atmosphere in all areas of the school building. The components of the building plan included classroom expectations, low level behavior plan, All Hands on Deck before and after school in an atmosphere of mutual respect to provide a safe school community. | Attend monthly PD sessions centered around PAGE topics | | | Attending monthly gatherings to have a focused discussion based on chapters from Genius Hour. | |
| Strategy 1 Timeline | Fall- Winter | Fall- Spring | Fall- Spring | Fall- Spring | | | Fall- Spring | |
| Strategy 1 Person/Group Responsible | 4 Classroom teachers | Classroom teachers, coach, principal, intern | All Staff | All Staff | | | Classroom teachers, coach, principal, intern | |
| Strategy 2 | Teams will attend weekly ELA collaboration to plan instruction and review results for the unique learning needs of our gifted students. | Staff will implemented research based instructional practices to increase student achievement. | Annual Gallup survey results and goals will be shared with staff to improve upon students' sense of hope, well-being and engagement. | | | | | |
| Strategy 2 Timeline | Fall- Spring | Fall- Spring | Fall- Spring | | | | | |
| Strategy 2 Person/Group Responsible | Classroom teachers, coach, principal, intern | Classroom teachers, coach, principal, intern | All Staff | | | | | |
| Strategy 3 | Staff will attend collaboration monthly, focusing on vertical alignment based on 17.18 SBA ELA Target results. | | Counselor will provide classroom guidance lessons, small group sessions and individual counseling to students and support to parents. and reinforce the Robert Frost expectations through classroom meetings and classroom guidance. All staff are responsible for creating a safe atmosphere in all areas of the school building. | | | | | |
| Strategy 3 Timeline | Fall- Spring | | Fall- Spring | | | | | |
| Strategy 3 Person/Group Responsible | Classroom teachers, coach, principal, intern | | All Staff | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | | | | | | | | |
| Professional Development Supporting Attainment of Outcome | | | | | | | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | In the 2018-19 school year, 100% of K-5 students will make progress in reading and math on the Measures of Academic Progress (MAP). | Using student MAP results during the 2018-2019 school year, students in the Lo 1% (ile-20) and LoAvg (Nile21-40) will demonstrate one years growth or more at all grade levels (K-5) in reading and in math. | In the 2018-19 school year, the percentage of students attending school 94% of the time will increase by 2%. In the 2018-2019 school year, the number of students surveyed that report feeling safe at school will increase as measured by the Gallup Poll. | Staff will enhance their understanding of the diverse culture of our students. | | In the 2018-19 school year, staff engagement will increase by 10% as measured by the Staff Gallup Poll. | In the 2018-2019 school year, staff engagement will increase by 10% as measured by the Staff Gallup Poll. | Families, partners, and community will continue to attend school functions. |
| Strategy 1 | Daily literacy block for Tiered instruction with interventionists and classroom teachers. 30 minutes of literacy intervention or reteaching of ELA standards. | On a weekly basis, classroom teachers and interventionists will review formative assessment data, discuss instructional strategies, and plan for reteach and enrichment for identified students. | Continued implementation of Boys Town Well Managed Classroom strategies and Olweus Program. Classrooms focus on teaching Boys Town Social Skill and bullying prevention each week. | Staff members will attend the Summer Symposium with topics related to cultural diversity. | | Hire candidates that have a background and passion for working with diverse student populations. | Learning Lunches to engage in professional dialogue on Collaborative Classroom Curriculum and resources/tools for reading intervention. | Teachers will make a minimum of one parent contact outside of conferences or school events through use of phone call, google voice, REMIND, email, postcards, or personal contact. |
| Strategy 1 Timeline | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-2019 School Year | | Ongoing | 2018-19 School Year | 2018-19 School Year |
| Strategy 1 Person/Group Responsible | Teaching staff | Teaching staff | Student Support Team, Teaching staff | Teachers Attending, Instructional Coach | | Administrators | Instructional Coach | Teachers |
| Strategy 2 | Continued implementation of the Collaborative Classroom ELA Curriculum | Implement Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS), 4th and 5th Grade Teachers will participate in CORE Training. | Recognize students for ROARING behavior, Responsibility, On Task, Achieving Goals, Respectful | Native American Social Studies Lessons twice during the school year. NAC Leader provides information to staff. | | Provide quality feedback to teachers through drop-in observations. | Provide quality feedback to all staff through the evaluation process and drop-in visits. | Engage community through volunteers, mentors, JA and partnership with Hillcrest. |
| Strategy 2 Timeline | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-2019 | | 2018-19 School Year | 2017-18 School Year | 2018-19 School Year |
| Strategy 2 Person/Group Responsible | Classroom teachers, instructional coach | Literacy TOSA, Teaching staff | All Staff | NAC Leader | | Administrators | Administrators | All Staff |
| Strategy 3 | During collaboration, teachers will reference the identified essential ELA standards/skills to plan lessons, along with formative assessments which build towards the summative assessments. From the data, we will reteach for mastery and/or provide enrichment for identified students. | Daily literacy block for Tiered instruction with interventionists and classroom teachers. 30 minutes of literacy intervention or reteaching of ELA standards. | All students will have opportunity to have breakfast in the classroom. A fresh fruit or vegetable snack will be provided four times each week. | | | Full time instructional coach to work with teachers within first five years of teaching. | Teach Like a Pirate Book Study for staff. | |
| Strategy 3 Timeline | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | | | 2018-2019 School Year | 2018-2019 School Year | |
| Strategy 3 Person/Group Responsible | Classroom teachers, Interventionists | Classroom teachers, Interventionists | Classroom Teachers | | | Instructional Coach | Instructional Coach, Teaching Staff | |
| Strategy 4 | Implement Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS). 4th and 5th Grade Teachers will participate in CORE Training. | Implementation of the Tier II classroom provides teaching of the Boys Town strategies and practice with skills in the classroom and recess. | Implementation of the Cubs Count Program | | | | 1/2 Day ELA Teacher Visits | |
| Strategy 4 Timeline | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | | | | 2018-19 School Year | |
| Strategy 4 Person/Group Responsible | Literacy TOSA, Classroom Teachers | | All Staff | | | | Instructional Coach, Teaching Staff | |
| Data to be Utilized to Monitor or Evaluate Outcome | Formative & Summative Assessments, MAP, WIDA, SBA, DRA, Word Analysis, CORE, SIPPS Mastery Assessments | Formative & Summative Assessments, MAP, WIDA, SBA, DRA, Word Analysis, CORE, SIPPS | Office referrals and Review 360 incident reports, student Gallup Poll, Olweus Bullying Survey, ROAR Slips Awarded, Attendance Data | | | Staff Gallup Poll, Drop-in Data, Instructional Coach Data | Staff Gallup Poll, Drop-in Data | |
| Professional Development Supporting Attainment of Outcome | RTI at Work (Solution Tree) for 5 staff members. \$8000 Review of the PLC process Essential Standard discussion across grade levels. | Data dives to understand and analyze MAP data for instruction 3X per year \$1400 for Teacher Subs CORE Literacy Training AYMR I and II Training for new teachers \$1,320 for subs and \$135 for re-issue kits | Boys Town training for new staff, Continued review and practice of Boys Town strategies and Olweus | Staff to attend Summer Symposium \$875 | | | 28 - 1/2 Day Teacher Subs \$1540 | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | 1)During the 17-18 school year, Discovery's Reading School Conditional Growth Percentile (SCGP) K-5 was 42 as measured by the spring MAP Assessment. By 2020, Discovery will have a SCGP K-5 of 50 as measured by the spring MAP Assessment. 2)During the 17-18 school year, Discovery's Math School Conditional Growth Percentile (SCGP) K-5 was 62 as measured by the spring MAP Assessment. By 2020, Discovery will have a SCGP K-5 of 70 as measured by the spring MAP Assessment. 3) Discovery's average Smarter Balance reading and math results in all grades will be above the state average. | 1)By 2020, 67% of ELL students enrolled for 2 or more years at Discovery will demonstrate growth in language proficiency of at least 0.7 in their composite score in WIDA Access. 2)Using the standard error of measurement, 75% of bottom 25% of students, as indicated by MAP, will meet their projected growth by the spring (2019). | 1)During the 18-19 school year, 100% of Discovery students will attend 94% of eligible school days. 2)Decrease level 3 and 4 office referrals by 5%. 3)Increase student engagement from 81% (17-18) to 85% (18-19) as measured by the Gallup student poll. | Question 5b on the Student Climate survey reads: Adults at my school have high expectations and positive attitudes toward all students regardless of their backgrounds. The 17-18 student survey indicated 78% of students strongly agreed or agreed with this statement. For the 18-19 student survey, Discovery students will have 82% of students that strongly agree or agree with this statement. | | Increase Educational Assistants engagement within school community. | Continue to promote to staff opportunities for professional development within the District (e.g. Red Apple Classes, Summer Symposium, building PD). | 1)By 2019 95% of parents completing the survey will report they feel informed about what is happening in their student's school. 2) Parents will foster a shared responsibility for success in reading. |
| Strategy 1 | Using the MAP Assesemnts RIT scores, teachers will identify the bottom 25% of students in reading. Data will be reviewed by grade level teams and intervention specialists during teacher collaboration sessions, half day data digs, and quarterly at leadership team meetings. There will be a focus on Tier 2 instruction at each grade level K-5. will be utilized monthly by each grade level to determine Tier 2 intervention groups. | SAT Referrals will be made for students who are not meeting grade level expectations. A second SAT Team Leader will be implemented with funds being paid out of building budget allowing more meetings to be conducted in a timely manner. SAT will make recommendations for students to be served by Imagine Learning, 504s, or SPED testing interventions. Tier 2 instruction will also be a focus for all grade levels. Grade level collaborations | 1)Attendance: Top attendance classes will be recognized each quarter. Monthly attendance meetings will be held to monitor student attendance. | A committee will be formed to select a school-wide program that focuses on positive social behaviors, replacing the current Character Counts program. | | Educational Assistants will be surveyed at the beginning, mid, and end of year to determine their overall job satisfaction at Discovery and to determine if we are meeting their needs and moving toward accomplishing our goal | Create survey of staff interests) to provide professional development within the building. | Parents will be surveyed in the fall of 2018 on how they feel informed about what is happening in their student's school. The same survey will be administered in the spring of 2019. |
| Strategy 1 Timeline | 2018-2020 school year | 2018-2020 school year | 2018-2019 School Year | 2018-2019 school year | | 2018-2019 School year | 2018-2019 School Year | 2018-2019 school year |
| Strategy 1 Person/Group Responsible | Classroom Teachers, Resource Teachers, ELL Teachers, Instructional Coaches, Administrators | Classroom Teachers, Parents, SAT Coordinator, Intervention Teachers, Administrators | Discovery Staff and Community | Discovery Staff | | Administration, Educational Assistants, and Teachers | Discovery Staff, District Staff | Discovery Staff |
| Strategy 2 | Using the MAP Assesemnts RIT scores, teachers will identify the bottom 25% of students in math. Data will be reviewed by grade level teams and intervention specialists during teacher collaboration sessions, half day data digs, and quarterly at leadership team meetings. There will be a focus on Tier 2 instruction at each grade level K-5. will be utilized monthly by each grade level to determine Tier 2 intervention groups. | Small Reading Group Instruction, Small math intervention groups, Reading and Math Buddies, ELL Intervention, Imagine Learning, and SPED Intervention will be implemented to meet the diverse learning needs of all students. | 2)Decrease Office Referrals Levels 3, 4, and 5: Staff will use common language and procedures throughout the building to create a safe and conducive environment for learning. Consistent implementation of utilizing a Buddy Room. Increase school counseling FTE in order to provide additional small social skills groups. Positive postcards will be sent home to reinforce positive student behavior. | Staff will develop school club activities to develop positive relationships with students. | | Provide opportunities for Educational Assistants to become more involved in the school community by participating in Staff meetings, joining school committees, and participate in staff training opportunities within the building. | | Using the information provided in the fall 2018 survey, communication will be adjusted and improved. |
| Strategy 2 Timeline | 2018-2020 school years | 2018-2020 school years | 2018-2019 school year | 2018-2019 school year | | 2018-2019 | | 2018-2019 school year |
| Strategy 2 Person/Group Responsible | Classroom Teachers, Resource Teachers, ELL Teachers, Instructional Coaches, Administrators | Classroom Teachers, Resource Teachers, ELL Teachers, Instructional Coaches, Administrators | Discovery Staff and Community | Discovery Staff | | Administration, Educational Assistants, and Teachers | | Discovery Staff |
| Strategy 3 | | | 3) Engagement: Increase number of mentors. School clubs/activities will be created to engage students. Implement School wide Community Service projects. | Educate staff on Culturally Responsive Practices. | | | | Students will log 400 reading minutes per month outside of school hours. Incentives will be provided within grade levels monthly and top grade level quarterly. Discovery will also explore the activity One School One Book to promote reading outside school hours |
| Strategy 3 Timeline | | | 2017-2018 School year | 2018-2019 school year | | | | 2018-2019 school year |
| Strategy 3 Person/Group Responsible | | | Discovery Staff and Community | Discovery Staff | | | | Discovery Staff, Students, and Parents/Guardians |
| Data to be Utilized to Monitor or Evaluate Outcome | MAP Assessment, Smarter Balance Assessment | WIDA Assessment; MAP Assessment; SAT Referrals, SPED Referrals | Gallup Survey, School Attendance; Building Office Referrals | Student Climate Survey | | EA Survey; Participation of EAs on committees and in trainings/staff meetings | | Reading Logs; Parent Survey |
| Professional Development Supporting Attainment of Outcome | 4th and 5th grade teachers will be trained through our District Literacy Grant. Professional development on CCC Hub. | 4th and 5th grade teachers will be trained through our District Literacy Grant. Professional development on CCC Hub. SIOP training and refresher instruction for new and current staff. Cross grade level collaborations to identify student academic gaps within math curriculum. | Culturally Responsive Practices Training to all staff | All staff will be trained in a new Social Skills program for the 2019-2020 school year. Staff will be trained in Culturally Responsive Practices. | | In addition to participating in building wide Professional Development trainings, additional trainings for EAs will be provided based on the information collected from the surveys. | Training will be provided upon survey results. | Training will be provided to staff on One Story, One Book |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | 100% of all primary students will meet quarterly grade level graduation benchmark criteria. https://goo.gl/9kaDUA | 100% of students (with one full semester at EIC) demonstrate English speaking ability by gaining 1.0 or more points in 2 of the 3 areas assessed by the WIDA speaking rubric (language complexity, vocabulary, language forms and conventions) per semester on a 0-5 point scale. | | Intake Specialist will present information at monthly staff meetings. | | | | The average attendance of monthly parent meetings will reach 35 parents. |
| Strategy 1 | EIC teachers will implement Being a Reader in every classroom. | Collaborative Classroom provides a framework for the first 6 week of school for students to learn how to properly interact with one another. | | Provide all staff with recent information about the cultures we are serving in our school. | | | New EIC staff will have the opportunity to attend PLC conference to update their knowledge on best practices for collaboration. | Hold monthly parent education meetings. Two EIC teachers will attend and help lead parent university sessions each month. |
| Strategy 1 Timeline | Sept 2018-May 2019 | Sept 2017-October 2017 | | Sept 2018 - May 2019 | | | October 2018 | Oct 2018- May 2019 |
| Strategy 1 Person/Group Responsible | Classroom Teachers | Classroom Teachers | | Intake Specialist | | | Classroom Teachers Selected | Principal, School Home Liaisons, EIC classroom teachers |
| Strategy 2 | All EIC classroom teachers will use collaboration time to focus in on student learning within collaborative classroom instruction. | Community Field Trips will build background knowledge necessary to understand content | | | | | EIC staff will have the option to receive training in mindfulness. | |
| Strategy 2 Timeline | Sept 2018-May 2019 | Sept 2018-May 2019 | | | | | | |
| Strategy 2 Person/Group Responsible | Classroom Teachers | Classroom Teachers | | | | | | |
| Strategy 3 | | All EIC teachers will use an intentional speaking program each day to introduce/teach new English language topics. | | | | | EIC teacher will pick a focus for their weekly collaborations to grow in as a team. | |
| Strategy 3 Timeline | | Sept 2018- May 2019 | | | | | | |
| Strategy 3 Person/Group Responsible | | Classroom Teachers | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Reading Observation (TRL) Word Analysis MAP Reading WIDA | Speaking Rubric | | | | | | |
| Professional Development Supporting Attainment of Outcome | CORE Training Staff Meeting PD Collaboration on Topic October & April Building Inservice Grade Level Meetings | GO TO Strategies - led by Instructional Coach | | | | | PLC Conference Dakota TESL Conference | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | Academic: 100% of Eugene Field students will achieve at 50th percentile or higher proficiency on the spring MAP assessment. | Academic: 100% of Eugene Field students will achieve at 50th percentile or higher proficiency on the spring MAP assessment. | Behavior: EFA+ will reduce the number of office referrals, as compared to 17.18, by 10% by the end of the 18.19 school year. 16.17 - 211 17.18 - 222 Attendance: During the academic year 2018.19, 86% of EFA+ students will be in school 94% of school days. 16.17 - 85% 17.18 - 84% *State will report 90% versus 94%. | Staff will acquire knowledge regarding culturally responsive practices by engaging in professional development during staff meetings one time per quarter. | | Gallup: EFA+ will increase staff engagement by increasing our overall mean to 3.80, as measured by the Gallup Survey, during the 18.19 school year. | | Community: EFA+ will intentionally use events including, but not limited to: MI Days, Soaring Eagle, Artist in Residence, and Books and Blankets to engage our community, families, and partners to foster shared responsibility for student success. |
| Strategy 1 | Continue to implement Collaborative Classroom along with literacy grant/training K-5. Classroom teachers, resource teachers, speech language therapist, regular education and special education instructional coach, and principal. Teachers will learn about targeted reading interventions in phonemic awareness, phonics, vocabulary, fluency and comprehension to provide students with interventions. | Teachers will identify students using assessment data such as MAP, and IDR conferring forms. These students will be targeted specifically in collaboration to create Intervention plans targeted to their needs. | We will utilize planned teaching strategies learned through our Boys Town training to design lessons specific to hallway, lunchroom, and playground expectations. | Staff members will engage in readings and conversation specific to culturally relevant topics that will enhance instructional practices and strategies to meet the needs of our diverse student population. | | To increase engagement at the building level, staff members will praise and recognize the work of others in our building through 'Soaring Eagle' notes. These notes will be collected and shared through email, staff meetings, and collaboration. Each month, we will do a drawing for a 'recess pass' or 'early out pass.' | Teachers will use the Arts Plus training to design instruction utilizing the eight intelligences along with embedding the arts into the curriculum and curriculum into the arts. | EFA+ teachers will use the following events to engage the community: MI Days, EFA+ Reads, Field Trips, Guest Speakers, Soaring Eagle Assemblies, Community Partner with Midco and First Congregational Church, PTA, Mentors, Junior Achievement, Artist in Residence, Artsonia, and Starbase. |
| Strategy 1 Timeline | 2018.19 | 2018.19 | 2018.19 | 2018.19 | | Monthly - 2018.19 | 2017.18 | |
| Strategy 1 Person/Group Responsible | K-5 Classroom Teachers SPED, Speech Admin, Instructional Coach (es) | K-5 Classroom Teachers SPED, Speech Admin, Instructional Coach (es) | K-5 Classroom Teachers Specialists Administration | K-5 Classroom Teachers Specialists Administration | | All staff members | K-5 Classroom Teachers, SPED, LIA, Art Team, Instructional Coach Administration | |
| Strategy 2 | "Dream Big" We will utilize the book <i>Dream Big</i> to implement a school wide reading challenge. The challenge will be for students to read 26 books, run/walk 26 miles, and complete 26 random acts of kindness. | We will design purposeful interventions to meet the needs of students during WIN time using Becoming a Reader/Being a Reader and Leveled Literacy Intervention along with the Core Reading book from Literacy Grant. | We will have a monthly assembly to celebrate the successes of our students in regards to attendance, school motto (soaring eagles) and character counts. | Staff will participate in a SIOF refresher course during the 18.19 school year. | | EA's will have a collaboration time every other month led by admin and instructional coaches. This will be an opportunity to provide professional development as well as celebrate their success. | Send a team of teachers to the Fall Leadership Meeting in Raleigh, NC. In addition to attending the leadership meeting the teachers would tour other A+ schools as an opportunity to network. | |
| Strategy 2 Timeline | On-going 2018.19 | On-Going | 2018.19 | Staff meeting | | Monthly - 2018.19 | October, 2018 | |
| Strategy 2 Person/Group Responsible | Classroom Teachers, SPED, Admin, Instructional Coaches, PE/Dance Teachers | K-5 Classroom Teachers SPED, Admin, Instructional Coach (es) | All Staff | All Staff, ELL Coach | | Admin, Instructional Coaches (Reg & SPED), SPED Teachers | Principal | |
| Strategy 3 | | | Admin will participate in the Specialized Classroom Management workshop to better equip ourselves with strategies to support students. | Staff will learn how to access and utilize Elevation. | | | | |
| Strategy 3 Timeline | | | 2017.2018 | August 2018 | | | | |
| Strategy 3 Person/Group Responsible | | | All staff | All Staff | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | DRAWord Analysis Running Records, IDR Conferring Form, Reading Continuum, Anecdotal Notes | Student Intervention Data Collection Forms | District Pulse Character Counts and Communication Slip database Attendance register | | | | | |
| Professional Development Supporting Attainment of Outcome | Literacy Grant Training Collaboration and District Professional Development related to Collaborative Classroom. | | Well Managed School PD Update | | | | PD provided via collaboration and/or individual coaching sessions | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | In 2017-18 our SPI for Student Achievement was 22.3%. In 2018-2019 we will increase our SPI for Student Achievement to 38%. | During the 2018-2019 school year, we will increase the percent of students reaching their growth goal in reading and math, as determined by NWEA MAP from 40% to 70%. | During the 2018-2019 school year we will increase our attendance from 86% of students meeting the attendance goal of being at school 90% of the time by 5%. | During the 2018-2019 school year, we will increase our score on the Measurable Results Assessment question, "Adults at this school really care about every student." This Leader in Me Survey found 79% of our staff believes this to be true. | | During the 2018-2019 school year, we will increase our score on the Gallup Poll Question 7, "At work, my opinions seem to count." Our current mean stands at 3.48. | During the 2018-2019 school year, we will increase our score on the Gallup Poll Question 11, "In the last six months, someone at work has talked to me about my progress." Our current mean stands at 3.76. | During the 2018-2019 school year, we will increase our score on the Measurable Results Assessment section "Family Involvement". Currently, our scores in this section stand at 64.1%. |
| Strategy 1 | All teachers will use Collaborative Classroom for literacy instruction. In addition to the core (including Being a Reader), students will receive instruction in identified areas during "Win Win" time using SIPS. | School Wide Scheduling will provide a time for "flooding" within grade level bands. All instructional staff will be available to support students needs as determined by SIPS and Being a Reader Kits. In addition, class level Math Intervention will be built into the schedule. | BASE team will review and track student behavior and office referrals quarterly and will develop strategies and individual behavior plans to help students succeed. Meetings may also take place weekly as needed. | The Leader in Me framework will be integrated into professional development, collaboration, and weekly messages during the school year. | | Administrators will complete drop-in visits for all teachers during the 2018-2019 school year and provide timely feedback. Administration will also provide feedback on lesson planning and collaborative processes. | All teaching staff will be trained in Launching Leadership for the Leader in Me and will work with the Leader in Me coach at least two times during the 2018-19 school year. | During the summer of 2018, the library will be open every Monday-Thursday from 8-1 for students and families to read and check out books. |
| Strategy 1 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2017-2018 School Year | 2018-2019 School Year | | 2018-2019 School Year | 2017-2018 School Year | Summer 2018 |
| Strategy 1 Person/Group Responsible | Classroom Teachers, SPED and ELL Teachers, Coach | Classroom Teachers, Special Teachers, EA's, SPED Teachers, ELL Teachers, Coach | Principal, Administrator Intern, Counselor, Social Worker, Behavior Facilitator, Tier II Teacher | Principal, School Staff | | Administrators | All Teaching Staff, Instructional Coach, Admin | Librarian, Library EA, Teachers, Administrators |
| Strategy 2 | All teachers will utilize Investigations for core math curriculum and be instructed during math intervention daily to support students needs based on major areas of emphasis. | Staff will have 2 hour sessions three times per year to review MAP assessment data. Teachers will focus on on students not achieving at desired rate and determine next steps to ensure proper instruction. | Teachers will implement a variety of programs, including Olweus Bully Prevention, Boys Town Social Skills, and The Leader in Me. Through these programs, teachers will utilize the lessons and language that support a safe and nurturing environment for all learners. | PAGE sessions, intentionally targeting the current needs of our building, will be included in PD Monthly. | | The Building Leadership and Instructional Leadership team will include members of all staff categories. Additional leadership opportunities will be provided to engage staff in their passions: Visuals Team, Student Leadership Team, Staff Learning and Engagement Team, and Family Engagement Team. | During Professional Development and Collaboration, teachers will review instructional strategies that have been shown to provide the most impact on student learning. Staff will continue to learn about Hattie's Mindframes and will explore how to make lasting changes in their classrooms. | Garfield will host at least 2 family nights that will focus on the Leader in Me philosophy and the 7 habits. Throughout the year, a Family Engagement Committee will focus on planning events throughout the school year to engage families in the school. |
| Strategy 2 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year |
| Strategy 2 Person/Group Responsible | Classroom Teachers, SPED and ELL Teachers, Coach | Classroom Teachers, SPED and ELL Teachers, Coach | Classroom Teachers, School Staff, Administration | Administration, Coach | | Classroom Teachers, School Staff, Administration | Classroom Teachers, SPED Teachers | Family Engagement Committee |
| Strategy 3 | Staff will meet weekly in PLC's with intentional agendas focused on student data. In addition, teachers will have 3 Quarterly Benchmark Meetings, where grade level teams will create formative assessments and review goals moving into the next quarter. Students not reaching proficiency on establish goals will be provided differentiation strategies determined through PLC. | School Wide Data Binders will be implemented. Key sections will be determined through a committee representing all grade levels. Data binders will track student achievement, goals, attendance and highlight successes of individual students. | School-wide implementation of Boys Town. | | | Administration will meet quarterly with staff to discuss their progress, their areas of growth and their students. | Staff working with students in Kindergarten-Third grade ELA will participate in a literacy training with Jennifer Sammons. This training will focus thinking on each area of literacy instruction. | Community adult mentors are paired with identified students to provide a positive and healthy role model. |
| Strategy 3 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year |
| Strategy 3 Person/Group Responsible | Classroom Teachers, SPED and ELL Teachers, Coach | Classroom Teachers, SPED and ELL Teachers, Coach | All Staff | | | Administration | Staff who work with Kindergarten- 3rd grade in ELA | Community Members Administration Counselor |
| Data to be Utilized to Monitor or Evaluate Outcome | Common Formative Assessments Word Analysis Reading Observations DRA NWEA MAP Unit Assessments PLC Meeting Minutes/Agendas | MAP Assessment Data Collaborative Classroom Levels Common Formative Assessments Data Binders | Office Referral & Review 360 Attendance 5th grade Gallup poll Olweus and Safety Survey School Climate Survey | Gallup poll Olweus Survey Safety Survey School Climate Survey Drop-in Observation/Feedback | | Gallup poll School Climate Survey Drop In Reports Measurable Results Assessment from the Leader in Me | Gallup poll School Climate Survey Drop In Reports Measurable Results Assessment from the Leader in Me | Gallup poll School Climate Survey Measurable Results Assessment from the Leader in Me |
| Professional Development Supporting Attainment of Outcome | AVMR Training for new staff DRA and Word Analysis Training PLC Training MAP Data Digs SIPS training | PLC Training MAP Data Digs SIPS training Launching Leadership (Aug. 2018) | Olweus Bully Prevention Specialized Schools Training Boys Town Review | Launching Leadership (Aug. 2018) PAGE Training | | Launching Leadership (Aug. 2018) Targeted Feedback through Observations | PLC Training SIPS/Literacy Training Launching Leadership (Aug. 2018) | Launching Leadership (Aug. 2018) PAGE Training Family Participation Rates |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5 | Priority Statement #6: | Priority Statement #7: |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | By the end of the 2018/2019 school year, 100% of all students will meet or exceed their individual growth goal in Reading, and Mathematics as is evidenced by the MAP Growth Assessment RIT scores for grades K-5. | During the 2018/2019 school year, classroom and SPED teachers will collaborate weekly to develop interventions in Reading and/or Math. The goal is to promote growth in 100% of all students as measured by formative assessments and the MAP Growth Assessment. | By the end of the 2018/2019 school year, office referrals and reports of bullying by students/parents will decrease by 25% as measured by Infinite Campus and administrator data. | By the end of the 2018/2019 school year, 100% of students will show growth in Reading and Mathematics as evidenced by the MAP Growth Assessment RIT scores for grades K-5. | By the end of the 2018/2019 school year, the staff engagement survey will be used to determine strategies to increase staff satisfaction/engagement in any areas below expectations. | By the end of the 2018/2019 school year, 100% teachers and staff will be given the opportunity to participate in building and district professional development and conferences. | By the end of the 2018/2019 school year, 5th grade student engagement will increase by 25% in all areas as measured by the student Gallup Poll. |
| Strategy 1 | Teachers will implement Collaborative Classroom, administer formative assessments. Word analysis, DRA and running records will be administered as appropriate for student need. The MAPGrowth Assessment will be used to plan lessons and interventions based on students' needs. | Teachers will implement Collaborative Classroom/LI with integrity and use this curriculum's strategies to target individual student needs. | Harmony Social Skills curriculum will be taught weekly in each classroom. All staff are responsible for creating a safe atmosphere in all areas of the school and playground. | Staff will implement instructional strategies that have the biggest effect size and ensure that all students have equal access to instruction regardless of culture, language, nationality, color, disability and gender. | Staff engagement development will focus on all staff members so they feel valued, and committed to Harvey Dunn's students, families and staff. | 12 staff members will attend the Solution Tree Summer Symposium. All certified staff will participate in the "Leader in Me" book study/professional development. 4 staff members will attend the Best Practices in Literacy Teaching and Learning workshop at Augustana University. | Provide staff, students and parents the information contained in our Gallup Report. We will evaluate, analyze, and implement ideas and strategies to increase student awareness and promote growth in these skill areas. |
| Strategy 1 Timeline | 2018-2019 school year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year |
| Strategy 1 Person/Group Responsible | Classroom Teachers, SPED, Instructional Coach | Classroom Teachers, SPED, Instructional Coach, Administration | All Staff | All Harvey Dunn Staff | Administration and Instructional Coach | Administration and Instructional Coach | Administration and Counselor |
| Strategy 2 | Teachers will identify the students in their classroom who are reading below grade level as measured by the MAP Growth Assessment. Running Records, Word Analysis and DRA will be used for students who are below proficiency and/or have an identified reading disability. CORE Literacy strategies will be implemented for those students. | Attendance Awareness Activities: Monthly attendance recognition, | Second Step Social Skill curriculum will be taught by our SPED teachers to support student growth. Alignment was completed with Harmony Program so the language and skills support students at all grade levels. | | | | |
| Strategy 2 Timeline | 2018-2019 school year | 2018-2019 School Year | 2018-2019 School Year | | | | |
| Strategy 2 Person/Group Responsible | Classroom Teachers, SPED, Instructional Coach | All Staff | School Counselor, SPED | | | | |
| Strategy 3 | K-3 will utilize strategies learned from the CORE Literacy Grant to develop targeted interventions for students below proficiency. 4th and 5th will be trained in the CORE Literacy Grant strategies to develop targeted interventions for students below proficiency. | Students will use subject specific language and vocabulary while answering in complete sentences and/or phrase in both oral and written communication. | All building rules, procedures and expectations will be reviewed with students at the beginning of the year. Each teacher will be provided a recess packet that will have all information needed to effectively supervise recess activities. | | | | |
| Strategy 3 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | | |
| Strategy 3 Person/Group Responsible | Classroom Teachers, SPED, Instructional Coach | All Staff | All Staff | | | | |
| Goal for Strategies 1-3 | Electronic Data Document will be used to track student progress. Formative assessments will be discussed at weekly collaboration. End of year school performance target- 100% of students will show growth on the MAP Growth Assessment and/or SBA. | Attendance Goal 94% will be the goal in order to ensure that all students participate in daily, rigorous instruction. | 100% of students will report they feel safe at Harvey Dunn according to the Olweus and Gallup Survey. | During instruction, all students will be actively engaged, comfortable taking risks and explaining their thinking and strategies. | Increase staff engagement score as measured by the Gallup Poll | | |
| Strategy 4 | Collaboration Classroom's Being a Writer will be used for writing instruction in grades K-5. | Teachers will continue to utilize collaboration to analyze data collected from formative (including the MAP Growth Assessment) and summative assessments, plan effective instruction, and identify intervention, to ensure each child increases their reading and math achievement. Students will be able to articulate classroom learning objectives and have at least one personal goal in reading and one personal goal in math. | | | | | |
| Strategy 4 Timeline | 2018-2019 School Year | 2018-2019 School Year | | | | | |
| Strategy 4 Person/Group Responsible | Classroom Teachers, SPED, Instructional Coach | Classroom Teachers, SPED, Instructional Coach | | | | | |
| Goal for Strategy 4 | 100% Students will demonstrate growth in all genres of writing with 100% of students scoring a 3 or higher on the District Rubric. Grade Level Teams will have 2 meetings during the 18-19 school year to analyze student data and progress on the MAP Assessment in order to identify each student's current level of performance. Interventions and enrichment will be planned for each student, to meet their individual learning goals. | | | | | | |
| Strategy 5 | | | | | | | |
| Strategy 5 Timeline | 2018-2019 School Year | | | | | | |
| Strategy 5 Person/Group Responsible | Classroom teachers, SPED, Instructional Coach, Administration, Gifted Education Teacher, Librarian | | | | | | |
| Strategy 6 | During weekly collaboration teachers will focus on identifying priority standards, creating learning targets, and common assessments. Teachers will discuss data and plan for re-teaching, interventions for individual students and enrichment. | | | | | | |
| Strategy 6 Timeline | Bi-Weekly during the 2018-2019 school year | | | | | | |
| Strategy 6 Person/Group Responsible | Classroom Teachers, SPED, Instructional Coach, Administration | | | | | | |
| Strategy 7 | Teachers will implement the Investigations Math curriculum, administer online unit assessments/SBA Interim Assessment (depending on grade level) and MAP to analyze the results and plan lessons to provide intervention based on students' needs. | | | | | | |
| Strategy 7 Timeline | 2018-2019 School Year | | | | | | |
| Strategy 7 Person/Group Responsible | Classroom Teachers, SPED, Instructional Coach | | | | | | |
| Strategy 8 | During weekly collaboration the backward design method will be used to plan for Investigations Unit Assessments to focus on priority standards, creating learning targets, and common assessments. | | | | | | |
| Strategy 8 Timeline | Weekly during the 2018-2019 school year | | | | | | |
| Strategy 8 Person/Group Responsible | Classroom Teachers, SPED, Instructional Coach, Administration | | | | | | |
| Goal for Strategies 7-8 | Electronic Data Document will be used to track student progress. Formative assessments will be discussed at weekly collaboration. End of year school performance target- 100% of students will show growth on the MAP Growth Assessment and/or SBA. | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Number of students who demonstrate growth as measured by formative and summative assessments such as the DRA, Word Analysis, Running Record/Reading Observation form, MAP, MAP Skills Checklist for K-2, AVMR, Investigations Unit Assessments, and/or mastery on formative assessments. | Number of students who demonstrate growth as measured by Map Assessment for all students and the DRA/Word Analysis for identified students, Running Record/Reading Observation form, Investigations Unit Assessments/SBA Interim Assessment and mastery on formative assessments | Office Referrals, Monthly Staff Meetings, discussions and review of building wide expectations, Staff Gallup Polls, Olweus Survey, School Safety Survey | Data from drop in observations, formal observations and classroom walk throughs. | SFSD Climate Survey, Staff Gallup Poll | Building PD Survey | SFSD Climate Survey, Staff Gallup Poll, 5th Grade Gallup Poll, Student Safety Survey |
| Professional Development Supporting Attainment of Outcome | Training on the structure and expectations of the the PLC model of collaboration, how to develop and administer common formative assessments and use that data to drive instruction and develop interventions for students who are not at mastery level. K-5 teachers will be trained in reading/analyzing data from the MAP assessment to develop interventions, enrichment and goals; 4-5 Teachers will receive training in the assessments and strategies that are a part of the CORE Grant. | Building teacher capacity in the following areas: Student goal setting, vocabulary instruction, text-dependent questions, level of questioning, feedback, teacher clarity, learner qualities and using assessment data to drive instruction and develop interventions for specific students.. | Teachers will participate in a monthly book study during staff meetings on the book "Leader in Me." | 2 teachers will attend a Leader in Me Symposium. 1 teacher will attend a Trauma Sensitive Schools Conference. | | Summer Symposium and Best Practices in Literacy Teaching and Learning. Leader in Me Book Study | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSO will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSO will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSO will provide a nurturing and safe learning experience for all. | SFSO will develop strategies to enhance a culturally responsive workforce. | SFSO will develop strategies to enhance quality and diversity of its workforce. | SFSO will explore strategies to retain high quality staff. | SFSO will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSO will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Hawthorne's Goals | Hawthorne will implement the Response to Intervention model to provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap. | Hawthorne will implement the Response to Intervention model to provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap. | Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs through teaching social skills through the Boy's Town model and the Circle of Courage. | Hawthorne will be responsive to the cultural diversity of the students and their families. | | | | Hawthorne will work to effectively engage families to foster shared responsibility for student success. Hawthorne will work to engage families in understanding that school attendance is a factor in student success in school. Hawthorne will implement an attendance campaign to improve student attendance. |
| Strategy 1 | Hawthorne will be in year 2 of implementing the new ELA curriculum that aligns with the learning process and gradual release of responsibility. The four components integrated with each curricular activity will be focused instruction, collaboration, guided instruction, and independent practice. These components are embedded in the collaborative classroom curriculum. They also align with Hattie's instructional strategies of self-reported grades, response to intervention, cognitive task analysis - learning intentions, and feedback. For the guided instruction component the teachers will be able to use formative and summative assessment (MAP data) to address misconceptions and errors with small group interventions. The collaborative component will allow students to use academic language in academic ways to develop vocabulary, questioning, discussion techniques. Independent practice time will be focused to each student's individual goals and needs and/or classroom objectives. | SPT-R1: Using pre/post assessments and formative assessments focusing on foundational skills, teachers will identify the students in their classroom who have not met mastery. Teachers will analyze data from assessments to identify students that need interventions focusing on grade level benchmarks. * SIPPS * Mastery Measurements in BAR * Foundational WIGs (Measurable, Attainable, Deadline Driven) * OR Conference Form * Comprehension/Constructed Response | Hawthorne has a variety of structures to support students with social/emotional/health needs. In looking at the continuing needs of students, structures are in place. * Planned teaching and corrective teaching of social skills using the Boys Town model. * BASC * School Success Counselor * Zones of Regulation | | | | | The school will use the following measures to improve attendance: * Kinvo will be used to increase communication on attendance * Strive for Five Goal and incentive * Hawthorne Pride Weekly Incentive * Positive Messages (documented in Kinvo) |
| Strategy 1 Timeline | 2018-19 school year | 2018-2019 school year | 2018-2019 school year | 2018-2019 school year | | | | 2018-2019 school year |
| Strategy 1 Person/Group Responsible | Grade Level Teams | Classroom Teacher, SIPPS Interventionist, ELL, SPED | All building staff | All building staff | | | | Building Staff |
| Strategy 2 | Utilize a multi-tier system of support (MTSS) to address student needs, monitoring growth and implementing research based instructional strategies to improve social and academic needs of students. * SIPPS * Mastery Measurements in BAR * Foundational WIGs (Measurable, Attainable, Deadline Driven) * OR Conference Form * Comprehension/Constructed Response | Utilizing a multi-tier system of support (MTSS) to address student needs, monitoring growth and implementing research based instructional strategies to improve social and academic needs of students. * SIPPS * Mastery Measurements in BAR * Foundational WIGs (Measurable, Attainable, Deadline Driven) * OR Conference Form * Comprehension/Constructed Response | A Tier 2 room provides additional intervention and targeted instruction for students needing practice and support in the classroom. These students are referred to the Tier 2 room through Student Assistance Team, Special Education referral, Administrative referral, and Review 360 data. | | | | | These strategies will be used to improve family engagement: * Staff will increase use of social media * Parent University * Family Events * Conferences twice yearly * Individual Grade Level Orientation Opportunities (IGLOOs) prior to the school year |
| Strategy 2 Timeline | 2018-19 school year | 2018-19 school year | 2018-19 school year | 2018-19 school year | | | | 2018-19 school year |
| Strategy 2 Person/Group Responsible | Grade Level Teams Instructional Coach | Grade Level Teams Instructional Coach | Grade Level Teams Tier II Teacher and Facilitator Counselor and Success Counselor | All building staff | | | | All Staff, BASE Committee |
| Strategy 3 | Hawthorne will implement Response to Intervention time focused on math in identified essential standards. Hawthorne will use the MAP data, common formative assessments, AVMR and the district's balanced assessment protocols to identify students in further need of intervention. | Utilizing a multi-tier system of support (MTSS) to address student needs, monitoring growth and implementing research based instructional strategies to improve social and academic needs of students. * AVMR * Foundational WIGs (Measurable, Attainable, Deadline Driven) * Required fluencies of grade levels * Major math clusters from common core standards * STEM Activities | | | | | | |
| Strategy 3 Timeline | 2018-19 school year | 2018-19 school year | July 2018 | | | | | |
| Strategy 3 Person/Group Responsible | Grade Level Teams, Special Education Teachers | Grade Level Teams, Special Education Teachers | Tier 2 Team | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Hawthorne will use the MAP data, common formative assessments, and Smarter Balanced to monitor the results of RTI. Utilizing the data, PLCs will meet monthly to set foundational goals for math and reading based on formative, interim, and summative results. | Hawthorne will use the MAP data, common formative assessments, and Smarter Balanced to monitor the results of RTI. Utilizing the data, PLCs will meet monthly to set foundational goals for math and reading based on formative, interim, and summative results. | Review 360 will be used to measure the sum of classroom incidents as the year progresses. Tier 2 will also utilize the BASC for pre/post progress. | Student Gallup Poll | | | | Kinvo, Daily Attendance on Infinite Campus, and SD STARS |
| Professional Development Supporting Attainment of Outcome | In-service on the gradual release model. Professional development will be based on using the information gathered from instructional rounds. By using the gradual release responsibility rubric and lesson plans to monitor teacher practices professional development can be tailored to address areas of need. Book talk - Developing Assessment-Capable Visible Learners | In-service on the gradual release model. Professional development will be based on using the information gathered from instructional rounds. By using the gradual release responsibility rubric and lesson plans to monitor teacher practices professional development can be tailored to address areas of need. Book talk - Developing Assessment-Capable Visible Learners | Attending the well managed training Train Educational Assistance in Boys Town Strategies. Train one teacher in Boys Town | | | | | Funding for IGLOOs Bussing for Strive for Five |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| GOAL Statement | In 5 years, 80% of our students will be at or above the 61%ile as measured by the NWEA MAP Math Test. In 5 years, 80% of our students will be at or above the 61 % as measured by the NWEA MAP Reading Test. | In Spring of 2019, 232 students will be at or above 61%ile as measured by the NWEA MAP Reading Assessment. This is an increase of 75 students during the 2017-18 school year, which is equal to approximately 3 students per classroom moving above 61%ile while maintaining students already at or above 61%ile. | During the 2018-19 school year, the number of Level 2 - 4 Office Referrals will be reduced by 10% from the 2017-18 School Year. | Staff will acquire knowledge regarding culturally responsive practices by engaging in professional development during staff meetings one time per quarter. | | During the 2018-19 school year, the employee engagement index will increase by at least 3% (based on Gallup Employee Engagement Survey) and the overall mean will increase at least .1 from 4.13 to 4.23. | Gallup survey-add to this | Increase the participation of business partners, parents, guardians, and community stakeholders. |
| LEAP Focus | | | | | | | | |
| Strategy 1 | Teams will meet weekly during grade level time to focus on reading standards. Teachers will collaborate to implement the new reading curriculum, and teams will continue to review data to identify instructional needs. Teachers will be introduced to and trained to complete instructional rounds with colleagues and Instructional Coach. | Grade level teams will have a focused intervention time to students | Continued Implementation of the Boys Town Well-Managed Schools model and the Tier II program. Students will be supported proactively through check and connect and the token economy points sheet. Behavioral contracts will be used to help students monitor their progress in meeting expectations. Students demonstrating progress on the points sheet will move to progressing and monitor status. | Staff will be provided PD on implicit and explicit bias. | | Drop-in Visit data will indicate every teacher receiving feedback during the 2018-19 school year. | Continued EA professional development- this will allow EA's to grow and learn in the education profession | Parent events - *Three EPIC Build Showcases for Code to the Future *Attendance Kick-off Event & Title I Parent Night *Reading/Writing Family Event *Math Family Event |
| Strategy 1 Timeline | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-2019 | | 2018-2019 School Year | 2019-2018 School Year | 2018-2019 School Year |
| Strategy 1 Person/Group Responsible | Classroom Teachers, Instructional Coaches, Administrators and Support Staff | Classroom teacher, ELI, LIA, Sped teachers | BASE team, Staff | All Staff | | Administrators | Educational Assistants | Family Events Committee, Attendance Committee, Administration |
| Strategy 2 | Teachers will meet after school for collaboration. Teachers will focus on reading intervention. All intervention teachers will be present, and teachers will focus on student data. | Grades 4/5 will implement SIPS plus. This will provide teachers with specific skills to target during intervention. | Olweus Lessons | Staff will participate in a SIOP refresher course during the 18.19 school year. | | Gallup survey- Administrators will examine the results to ensure teachers are engaged | We will send a team of teachers to the PLC Solution Tree Institute in order to provide direct PLC training to as many staff members as possible. | Attendance Committee- meet monthly to develop strategies to get students to school |
| Strategy 2 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year |
| Strategy 2 Person/Group Responsible | Classroom Teachers, Instructional Coaches, Administrators and Support Staff | 4th and 5th Grade Teachers, CEIS Teacher, Instructional Coach | Teachers and administrators | All Staff | | Administrators | Teachers and Administrators | All staff |
| Strategy 3 | Grade level teams will meet weekly to monitor grade level benchmarks, analyze individual classroom data to identify common reading gaps; identify the bubble students in reading and have the classroom and support staff provide specific interventions | Lexia Core 5 Reading program - Online intervention tool will be implemented to provide additional practice for students in K-5. | Teachers will participate in PD on teaching kids in trauma. Book Study - <i>Help for Billy</i> , by Heather T. Forbes . An optional book study will be offered on working with students who've experienced trauma. This book will provide teachers a deeper understanding, support to teach challenging and easily frustrated children. | | | Implement the Gallup Survey Action Plan created by the building leadership team in the Spring of 2018 to specifically address "At work, my opinions seem to count". All staff will review plan in August 2018 with specific strategies and action steps to be completed during the school year. Specific employee groups, including Educational Assistants and Custodians, will have monthly meetings to provide an opportunity for input into building decisions. | Code To The Future - Coding Immersion will be implemented K-5. Staff trained on computer coding skills in the summer and during the school year. | Overtime Clubs- provide grades 3-5 students with opportunities on different activities |
| Strategy 3 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-19 School year | 2018-19 School Year |
| Strategy 3 Person/Group Responsible | Leadership Team | K-5 Teachers, Instructional Coach, Admin | Instructional Coach/Admin/Staff | | | Administrators All Staff | K-5 Teachers, Instructional Coach, Admin | A group of teachers who volunteered |
| Strategy 4 | Grade level teams will meet 3 times a year in a data dig to analyze NWEA-MAP data to identify student strengths and areas for intervention. Priority standards will be identified, which will drive grade level collaboration and instruction. | Grade 3 will use Being Reader to diagnose students to target specific reading skills. | Groups of teachers will continue to meet and discuss Boys Town strategies | | | | | |
| Strategy 4 Timeline | 2018-2019 School Year | 2018-2019 | 2018-19 | | | | | |
| Strategy 4 Person/Group Responsible | Classroom Teachers, Instructional Coaches, Administrators and Support Staff | Grade 3, Instructional Coach, CEIS | All staff | | | | | |
| Strategy 5 | Students in K-5 will have an opportunity to learn more about Coding. Students will participate in 3 cycles. | | | | | | | |
| Strategy 5 Timeline | 2017-2020 | | | | | | | |
| Strategy 5 Person/Group Responsible | All staff members | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Smarter Balance results; Teacher-created Formative and Summative Assessments, Teacher observations, Quarterly district reading assessments, MAP, MPG, and Word Analysis, Text Sets placement, SIPS plus screener | Data from Lexia Core 5, Data from MAP Assessment Data, Data from formative assessments, Placement Screeners from CCC curriculum | Office Referral Data, Review 360 Referrals, Monitor MOTs | Gallup Data- At work my opinions seem to count | | Gallup Data- At work, my opinions seem to count | Gallup Data- This last year I have had opportunities at work to learn and grow. | Attendance Data at events, attendance data at school, number of participants at after school clubs |
| Professional Development Supporting Attainment of Outcome | Half day sub once a month to work the focus plan and talk about future staff development. | Purchase of Lexia Core license and training | Boystown Refresher Training, Book Study | Staff meeting regarding explicit and implicit bias. | | | PLC conference, Code to the Future training | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | | End of year school performance target- each student will meet their projected growth goal for MAP, show growth on the pre and post assessments for Investigations assessments and Pearson created assessments, show progression of growth in LI lessons and if students are not in LI show set growth in Being a Reader. | Staff will implement the trauma resilient strategies along with the Specialized Management program to enhance a safe environment that teaches resilience and social competence. Each student will demonstrate growth measured by the frequency, intensity and duration of individual social skill deficits and time out of the classroom. Bi-weekly collaboration will focus on students not meeting daily goals. | Staff will learn about their families, cultures, and interests. Staff will build on students' life experiences, connecting them to learning when possible. Current and real world examples help students connect to the curriculum, allowing for deeper engagement while helping students make connections with their individual, community, national, and global identities. | Horace Mann staff will work to create an inclusive climate, aware of cultural biases and opportunities, through conversations, literature and diverse inclusiveness. | | Horace Mann staff will complete Specialized Management training, district curriculum professional development and training in Help for Billy (a book study). | |
| Strategy 1 | SPT-R1, R2, R3: Teachers will use formative assessments, Reading Observation Form, higher level questioning, reading conferences, LI, and Being a Reader Sets to aid in students meeting growth goals. Teachers will utilize the structure of guided reading lesson plans provided by Collaborative Classroom curriculum to plan effective and purposeful lessons for students. Teachers will formally and informally assess students for reading progress at regular intervals. Teachers will utilize the Essentials Guide to help plan and guide purposeful instruction. | All students will receive targeted instruction as determined through data analysis during collaboration. Individual IEP goals will be followed. | Staff will continue to implement Boy's Town and Olweus Bully Prevention strategies. The Horace Mann staff will continually monitor and assess the need for additional training and/or programming. School performance target- 100% of students will be feel safe at school according to the Olweus Bully Prevention survey. Horace Mann will increase the percentage of students engagement using data from the student gallup poll. | Boys Town skills include working with others and all staff model and plan teach this skill throughout the school day, all year to all students. Students progress will be tracked through daily points and tracking system. | Horace Mann will continue to seek opportunities to hire staff that more closely relates to our diverse student population through their education and experiences. | Staff will be provided with weekly professional development in specialized management to better prepare staff for the situations incurred throughout the regular school day in this specialized program. | The Horace Mann leadership team will read and study resources and continue to support the PLC collaborative teams at Horace Mann. | Staff will increase communication and involvement with families through weekly celebrations, business partners (Spirit of Joy), serve food on conference nights, monthly parent gatherings for needs assessment, family night, mentor program. School performance target- Scores on the SFSD Climate Survey will reflect a majority of positive responses by families. |
| Strategy 1 Timeline | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year |
| Strategy 1 Person/Group Responsible | Classroom teachers and EAs | All Staff | Horace Mann Staff | All Staff | Principal | All Staff | | All Staff |
| Strategy 2 | SPT-W1, W2: To align with the District / State Writing Assessment all staff members will teach writing using the Being a Writer curriculum provided by the District. Teachers will use the rubrics from Being a Writer as well as the 6 Traits of Writing model. Writing will be scored using the Collaborative Classroom writing rubrics as well as the 6 Trait writing rubric. | Student data will be analyzed during collaboration providing information for targeted student instruction. All students will show growth as measured by the MAP assessment. | During class, recess, lunch, and all other settings, specialized management trained staff coach, teach, and prompt individual students. | | | All Horace Mann staff will complete specialized management training. All behavior team members will complete admin intervention training. | | |
| Strategy 2 Timeline | 2018-2019 School year | 2018-2019 School year | 2018-2019 School Year | | | Prior to the 2018-2019 School Year | | |
| Strategy 2 Person/Group Responsible | Classroom teachers and EAs | All Staff | All Staff | | | Principal/Staff | | |
| Strategy 3 | SPT-M1, M2, M3: All teachers will utilize district provided curriculum of Investigations. For students on an IEP, Bridgest Math will be utilized. Teachers will review data points from the assessments in the curriculum as well as MAP scores. Teachers will utilize Collaborative Classroom to support literacy to build a strong foundation. Boys Town Social skills will be used to help students grow in their social and emotional growth development. | | | | | | | |
| Strategy 3 Timeline | 2018-2019 School Year | | Staff will utilize and implement training from Specialized Management, Fostering Resilient Learning, and Help with Billy. | | | | | |
| Strategy 3 Person/Group Responsible | Classroom teachers, EAs, Instructional coach | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | MAP Assessments, Pearson pre/post assessments, Investigations Unit assessments, LI growth (reading goal), Balk Sets | Weekly Staff Collaboration, In-service review of assessment data points, learning goals based on data points | Gallup Poll, Olweus Survey, Daily Point Sheets from Specialized Management/Boys Town Training | Individual Daily Points sheets, intervention team meets to collaborate on students and on social skills | Staff Profiles | Number of staff completing trainings | Observations from Leadership Team members in collaboration, receive PD at staff meetings from instructional coach | SFSD Climate Survey |
| Professional Development Supporting Attainment of Outcome | Weekly Staff Collaboration, In-service review of assessment data, Setting learning targets | Weekly Staff Collaboration, continual review of assessment data points, learning goals based on data points | Olweus Bully Team, Boys Town/Specialized Management Training and Weekly Collaboration | Boys Town/Specialized Management Training and Weekly Collaboration, Trauma resilient book study, | | Specialized Management and admin intervention training | Continued PD with the leadership team related to PLCs. | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | All students will make at least the projected growth as predicted by the MAP assessment or be proficient according to MAP RIT Score for ELA and Math. 64% of 3rd - 5th grade students will be proficient on the ELA Smarter Balanced Assessment. 64% of 3rd - 5th grade students will be proficient on the Math Smarter Balanced Assessment. | The lowest 20% of students will increase their academic growth above their projected MAP RIT score in ELA and Math from Fall to Winter and Winter to Spring. | In the 2017-2018 school year, the overall mean of 5th grade students that were engaged was 4.45 according to the Gallup Poll Survey. In 2018-2019 this mean will increase. | Staff will become more aware of their mindsets and bias towards diverse groups of students, staff, and families and increase activities to respond to and celebrate cultural diversity. | | | Staff will utilize various innovative and research-based instructional strategies to meet the needs of all students. | Increase parent awareness of what is happening in the building, parent opportunities to participate in the building, communication between staff and students, and to support parents overall feeling of connection to our school. |
| Strategy 1 | Staff will use the school-wide data wall to track proficiency of student reading achievement. Formative data/evidence will be discussed at weekly collaboration. Staff will continue to implement Collaborative Classroom Curriculum across all grade levels. Staff will give and analyze the DRA and Word Analysis Assessment as needed. | K-5 staff will work daily during a school-wide ELA Intervention time. These students will receive 20 minutes of ELA focused small-group instruction. | Staff will implement Olweus Bully Prevention strategies. The JFK Olweus Bully Prevention Team will continually monitor and assess the need for additional training and/or programming. A specialized week of school-wide activities will focus on Olweus concepts. Each classroom will complete Olweus Lessons. | PAGE ideas/objectives will continue to be integrated into professional development and collaboration throughout the school year. | | | PAGE Professional Development will be provided to staff throughout the school year. | Staff will increase communication and involvement with families through weekly classroom communication, classroom websites, volunteer opportunities (signup genius), mentor program with police department, LSS mentor program, higher education partners, high school partners, JFK Facebook page and family night. School performance target- Scores on the SFSD Climate Survey will reflect a majority of positive responses by families. |
| Strategy 1 Timeline | August 2018-May 2018 | August 2018-May 2019 | August 2018-May 2019 | August 2018-May 2019 | | | August 2018-May 2019 | August 2018-May 2019 |
| Strategy 1 Person/Group Responsible | Grade level collaboration teams | Grade level collaboration teams | JFK Staff and Olweus Bully Prevention Team | JFK Staff, PAGE Team, and Students | | | Outside trainers and JFK PAGE team. | JFK Staff |
| Strategy 2 | Staff will use the electronic data wall to track proficiency on the Investigations end of unit assessments and Exemplar assessments throughout the school year. Formative data/evidence will be discussed at weekly collaboration. Staff will continue to use Backward Design to plan and implement math instruction. | K-5 staff will work daily with the lowest 20% of students using Exemplars and Dreambox as additional support. | Through Project Wisdom, Character Counts, Character Trait wall, Student Council, Manner of the Week, and Morning Meetings, JFK staff will work to make students feel they belong, are engaged and feel safe at school. | During pre-service week, staff will participate in training to help understand the needs of students with disabilities and how to better include them throughout the school. | | | Administration, instructional coaches, leadership team, and grade-level teams support teachers and share resources to help all grow professionally. Opportunities for staff to attend Red Apple Courses. | |
| Strategy 2 Timeline | August 2018-May 2019 | August 2018-May 2019 | August 2018-May 2019 | August 2018 | | | August 2018-May 2019 | |
| Strategy 2 Person/Group Responsible | Grade level collaboration teams | Grade level collaboration teams | JFK Staff | Admin and Rebecca Worden | | | JFK Staff | |
| Strategy 3 | Staff will have 5 half-days throughout the school year to meet together as a team to complete data digs and plan intervention and instruction. | | | JFK has an increasing number of Native American students. Each classroom will receive accurate instruction on Native American culture and history from JFK families, staff, and students. | | | A team of staff members will attend the Visible Learning Conference in July 2018 and Provide PD throughout the year. | |
| Strategy 3 Timeline | August 2018-May 2019 | | | August 2018-May 2019 | | | July 2018 - May 2019 | |
| Strategy 3 Person/Group Responsible | JFK Staff | | | JFK staff, JFK NAC | | | Visible Learning Team | |
| Data to be Utilized to Monitor or Evaluate Outcome | Smarter Balanced Assessment scores, MAP scores, Summative Math Exemplars, Investigations End-of-Unit assessments. | Investigations Unit Assessments, Exemplar Assessments, Smarter Balanced Assessment Scores, MAP assessment | Gallup Poll, Olweus Survey | District NA curriculum and teacher lesson plans. Meeting agendas and notes. | | | Observations from Leadership Team members in collaboration | SFSD Climate Survey |
| Professional Development Supporting Attainment of Outcome | Fourth and fifth-grade teachers will receive 10 hours of literacy training from the District Literacy Grant. Kindergarten - third-grade will receive four hours of literacy review training from the District Literacy Grant. Professional staff will receive continued MAP data analysis PD. | MAPS data analysis training and Data Dig. days | Olweus Bully Team provides training as needed. New staff will receive training regarding Olweus lessons. | Integration of PAGE professional development ideas/objectives throughout the school year. Student with disabilities PD. | | | JFK PAGE team will provide training throughout the school year. JFK Visible Learning team will provide training throughout the school year. Visible Learning Conference July 2018 | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: | |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | SPED will provide rigorous, effective, and engaging, curriculum and instruction for all students to ensure growth and reduce the achievement gap with special focus on the following areas: a.) Learning particularly in early years, to build a strong foundation for academic success across all grades. b.) Maximizing time on curriculum and learning. c.) Differentiated and engaging learning plans. d.) College readiness and/or career preparation. e.) Holding all schools to high expectations for student social and emotional growth and achievement. | SPED will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SPED will provide a nurturing and safe learning environment for all students. | SPED will develop strategies to enhance a culturally responsive workforce. | SPED will develop strategies to enhance quality and diversity of its workforce. | SPED will explore strategies to enhance high quality staff. | SPED will support and train staff to encourage innovation and enable them to grow throughout their careers. | SPED will equip staff with knowledge and skills necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. | |
| Outcome Statement | Pre-K, 4, 5 grade ELA Assessment scores will be 75% or higher as measured by the state standardized assessment. Pre-K, 4, 5 grade Math Assessment scores will be 75% or higher as measured by the state standardized assessment. In grade 5, 100% of the students will maintain or exceed their percentile within the standard of error as measured by the MAP assessment or as demonstrated by performance at the 75th percentile. | 100% of HIE students will participate in flexible grouping based on their learning needs. Teachers will use data to systematically identify students in need of enrichment, additional teaching, time, and interventions in the area of ELA and Math. Our goal is to increase the percentage of students who are proficient to meet SBAC & MAP assessment goals. | Students: In 2017 the percentage of students who were engaged at school was 79% and in 2018 it was 74%. Our goal for 2019 is to have 80% of our students to be engaged. Staff: In 2017 the percentage of staff who were engaged at school was 64%. The goal for 2018-2019 will be 66%. | Staff will acquire knowledge regarding culturally responsive practices by engaging in professional development. | | | HIE will increase staff engagement by increasing our overall mean to a 4.35 as measured by the Gallup Survey, during the 2018-2019 school year. | 100% of staff will participate in collaboration and professional development opportunities. | Our goal is to encourage parent partnership in the school. Classroom teachers will continue to reach out to parents for support and suggestions with their child. We will continue to work collaboratively with families and our PTO to provide multiple opportunities to involve all stakeholders to develop a strong sense of school community. |
| Goals | | | | | | | | | |
| Strategy 1 | Teachers will participate in Data Digs using MAP data. A half day in the fall after the first MAP is administered, a half day in December and a half day in May. This time will be used to interpret MAP data, analyze results, discuss student progress, identify student percentile, and to use the data to guide instruction for all students. | Teachers will analyze the MAP results 3 times a year in order to provide focused interventions and enrichment to meet the individual needs of all students. Teachers will meet during the school day to analyze data and plan interventions to meet student needs. | Students and Staff will continue to encourage Growth Mindset and Character growth within our students to support a positive building culture throughout the 2018-2019 school year. | Teachers will implement strategies in the classroom to ensure that all students have equal access to instruction regardless of culture, language, nationality, color, disability and gender. | | | To increase engagement staff members will receive written and verbal praise from one another. Administrators will write positive notes to staff members. | Provide staff members with opportunities to exchange innovative strategies and ideas. Ongoing staff development opportunities (such as two half-day visit for each staff member on the evaluation cycle). Staff have the opportunity to participate in professional development such as; Solution Tree, MAP, Station, Summer Symposium and Collaborative Classroom. | Information will be communicated to parents through the recently school newsletter, SPED Website and app, classroom newsletters and websites, daily communication through Assignment Notebooks, Facebook, and ParentLink messaging system. |
| Strategy 1 Timeline | Fall/Winter/Spring 2018-2019 | Fall/Winter/Spring 2018-2019 | 2018-19 School Year | 2018-19 School Year | | Winter/Spring 2019 | 2018-19 School Year | 2018-19 School Year | |
| Strategy 1 Person/Group Responsible | Classroom Teachers and SPED Teachers | Classroom Teachers and SPED Teachers, Administration, Instructional Coach | All staff, including EAs on designated inservice days | All Instructional Staff | | All Staff | Administration, Instructional Coach, Teachers | Administration, Classroom Teachers | |
| Strategy 2 | By using the visible data wall, ELA and Math MAP Growth Assessment will be tracked. We will use Collaborative Classroom, investigations and MAP Growth Assessment for students and teachers to establish goals and provide targeted intervention. | Diagnostic assessments may be administered after the MAP. This will allow teachers to diagnose and formulate a plan to meet each individual student need. | The Smart Screen in the lunch room will be used to monitor student progress. The Smart Screen will continue to be reinforced in our special classrooms and regular grade-level classrooms, as well as the counselor. | HIE Instructional staff will reflect and discuss their own hidden biases, stereotypes, blind spots, and any students who might need additional supports. Open Self, Blind Self, Hidden Self, Unknown Self. Traits of a Culturally Responsive Teacher. Promoting equity for all students, and being aware of your first thoughts | | EA's will participate in monthly professional development. This will be an opportunity to provide professional development as well as celebrate their success. | Provide Educational Assistants with professional development to support their work in the classroom and with students. Topics may include: behavior management, small group reading, math intervention and Collaborative Classroom materials. EA's will be given the opportunity to give input and suggest PD topics. | Events calendar and school website will be kept up to date with events related to school. Staff will utilize website, newsletters, email, Facebook, and Facebook. | |
| Strategy 2 Timeline | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | | 2018-19 School Year | 2018-19 School Year | 2017-18 School Year | |
| Strategy 2 Person/Group Responsible | Classroom Teachers, SPED Teachers | Classroom Teachers, SPED Teachers | Teachers, Counselor, Administration, Office Staff | Teachers, Counselor, Administration | | Teachers, Administration, EA | Administration, Instructional Coach | Teachers and Office Staff | |
| Strategy 3 | All students will be involved in independent reading time. This time will allow teachers to check in with students to ensure students are meeting their goals and reading just right books. | Students will be provided intervention and/or enrichment during intervention time or whatever I need (WIN) time. Grade levels will work together to develop flexible groups to ensure students are receiving targeted intervention/enrichment. | Classroom meetings and lunch time reinforcement will be the primary goal of the sharing of expected student behaviors with students. All staff are responsible for creating a safe atmosphere in all areas of the school building. The components of the building plan included classroom expectations, low level behavior plan, All Hands on Deck before and after school in an atmosphere of mutual respect to provide a safe school community. | HIE staff will identify subgroups within their grade level and classroom. Classroom teachers will develop a plan to address the needs of students. | | | | John Harris will hold conferences twice a year to inform parents about their child's education. | |
| Strategy 3 Timeline | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | 2018-19 School Year | | | | 2018-2019 school year | |
| Strategy 3 Person/Group Responsible | Classroom teachers, SPED teachers and EA | Classroom teacher, SPED teacher and EA | All HIE Staff | Classroom teacher, SPED teacher and EA | | | | Administration, Teachers | |
| Strategy 4 | Students in K-5 will utilize the Dreambox web based math program for individual practice (recommendation is three 20 min, two 30 min, per week, or five 15 min, sessions throughout the week). Teachers will customize student learning by utilizing the Dreambox, and Assignment Focus feature provided by Dreambox. | | John Harris staff members will continue to celebrate our students and their successes throughout the school year. (academically and behaviorally) through the use of the lunchroom, announcements, individual classrooms, kids of Character, Facebook and the John Harris Newsletter. | HIE staff will analyze the John Harris State report card to determine educational disparities among subgroups. | | | | Administration and staff will work jointly with John Harris PTO in promoting and supporting parent involvement. Involvement opportunities will include PTO meetings, All Pro Dads, Fall Family Fun Night, Read-A-Then Fundraiser, Scholastic Book Fair, Science Fair, Artist-in-Schools, Art Gallery, Year End Activity Day, and ongoing volunteering in classrooms. | |
| Strategy 4 Timeline | 2018-19 School Year | | 2018-19 School Year | 2018-19 School Year | | | | 2017-18 School Year | |
| Strategy 4 Person/Group Responsible | Teachers, Administration, Instructional Coach | | All HIE Staff | Classroom teacher, SPED teacher and EA | | | | Administration, Teachers and PTO Officers | |
| Strategy 5 | Teachers will facilitate complex tasks to engage students in learning utilizing our STEM Lab and Green Screen. Teachers and students will work together to apply and demonstrate their ability to implement the four C's in groupwork tasks, such as our robotics kits. | | Annual Gallup survey results and goals will be shared with staff to improve upon students' sense of hope, well-being and engagement. | | | | | Administration will work with the PTO and Community Outreach (examples: Open House, Pizza Ranch Nights, Skating Nights, Grandparents' Day, Book Museum (Red Cross), HIE Make-A-Blanket Day (Project Warm-up), Hurricane Helpers, Courage Celebrations, Author Celebrations, and Quiz Bowl) in order to reach out and inform school and community stakeholders about the educational programming at John Harris Elementary. | |
| Strategy 5 Timeline | 2018-19 School Year | | 2018-19 School Year | | | | | 2017-18 School Year | |
| Strategy 5 Person/Group Responsible | Classroom Teachers | | Counselor | | | | | Administration, Classroom Teachers | |
| Strategy 6 | | | Counselor will provide classroom guidance lessons, small group sessions and individual counseling to students and support to parents. While reinforcing the John Harris expectations through classroom meetings and classroom guidance. All staff are responsible for creating a safe atmosphere in all areas of the school building. | | | | | | |
| Strategy 6 Timeline | | | 2018-19 School Year | | | | | | |
| Strategy 6 Person/Group Responsible | | | Administration and Counselor | | | | | | |
| Strategy 7 | | | | | | | | | |
| Strategy 7 Timeline | | | | | | | | | |
| Strategy 7 Person/Group Responsible | | | | | | | | | |
| Strategy 8 | | | | | | | | | |
| Strategy 8 Timeline | | | | | | | | | |
| Strategy 8 Person/Group Responsible | | | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | DRA/Word Analysis Running Records, ORA Conferencing Form, Benchmark Reading Text Sets, CORE, Words Their Way, A-MAP, Reading Continuum, Assessment Notes | | | | | | | | |
| Professional Development Supporting Attainment of Outcome | Literacy Grant Training Collaboration and Grade Level Meetings, Collaborative Classroom Training, John Harris's Impactful Strategies, and Culturally Responsive Trainings | | | | | | | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| District Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| School Goals | <p>ELA - Students will increase by 5% on the Smarter Balanced Assessment during the 2017-2018 school year.</p> <p>MATH - Students will increase by 11% on the Smarter Balanced Assessment during the 2017-2018 school year.</p> | | | | | | | |
| LEAP Focus | MTSS 1.05 School staff receive ongoing professional development on all assessments and assessment procedures IIB01 Units of instruction include pre/post tests to assess student mastery of standards-based objectives. | | | | | | | |
| Strategy 1 | Teachers will record and analyze individual student ELA and Math data during collaboration. Pre/post as well as ongoing common formative assessments | Teachers will record and analyze individual student ELA and Math data during collaboration. Pre/post as well as ongoing common formative assessments | Teachers will continue their work with the book Practicing Presence | Teachers will continue their work with the book Practicing Presence | | Implement staff buzz notes; Gallup Poll | Send leadership team to National Visible Learning Conference TBD. | Newsletter, Outreach Phone Calls, Weekly Notes, and Parent/Teacher Conferences, Parent Compact, Attendance Team, Kinolve |
| Strategy 1 Timeline | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | | Ongoing 2018-2019 School Year | Summer 2019 | Ongoing 2018-2019 School Year |
| Strategy 1 Person/Group Responsible | Grade Level Collaboration Teams | Grade Level Collaboration Teams | Teachers | Teachers | | All Staff | Principal, Instructional Coach | Attendance Team and All Staff |
| Strategy 2 | Implement kindergarten, 1st, 2nd, 3rd, 4th & 5th grade push-in model involving SPED, LIA, and ELL (common planning) | Implement kindergarten, 1st, 2nd, 3rd, 4th & 5th grade push-in model involving SPED, LIA, and ELL (common planning) | Mentor Program, Effective Classroom, Children's Connection, Top Bee, Buzz Notes, Random Acts of Kindness (Monthly luncheons) | | | | | Citibank Art show, Citibank Teach Children to Save, Girls on the Run, Let Me Run |
| Strategy 2 Timeline | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | | | | | Ongoing 2018-2019 School Year |
| Strategy 2 Person/Group Responsible | Grade Level Collaboration Teams | Grade Level Collaboration Teams | Teachers | | | | | All Staff |
| Strategy 3 | Send leadership team to National Visible Learning Conference TBD | Intervention times will be utilized to place students in strategy groups for instruction based on MAPS assessment scores and common formative assessments. | Implement Daily Fresh Fruit and Vegetables, Walking Path, Girls on the Run, Fit Club, Let Me Run | | | | Send Team to Solution Tree's Conference on Daily Differentiation for Tier I workshop in October 2017 | Foster partnerships and positive engagement with families through Parent/Teacher Conferences, Title Breakfast Events, awards assemblies and celebrations, newsletters, School outreach phone calls, and classroom volunteer opportunities, Parent Compact |
| Strategy 3 Timeline | Summer 2019 | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | | | | | Ongoing 2018-2019 School Year |
| Strategy 3 Person/Group Responsible | Principal, Instructional Coach | Grade Level Collaboration Teams | All Staff | | | | | All Staff |
| Strategy 4 | Send grade level teams to Making Sense of Mathematics | Send grade level teams to Making Sense of Mathematics | Safe and orderly recess procedures | | | | Teachers receive a copy of Teach Like a Pirate, and have the option of participating in a summer book talk. | Title I Parent Breakfast |
| Strategy 4 Timeline | TBD | TBD | Ongoing 2018-2019 School Year | | | | | Fall 2018 |
| Strategy 4 Person/Group Responsible | Principal, Instructional Coach, and grade level teams | Principal, Instructional Coach, and grade level teams | Buzz Team | | | | | Principal |
| Strategy 5 | Meet collaborative in grade level teams 6 times/year to plan for the quarter in ELA/Math | Meet collaborative in grade level teams 6 times/year to plan for the quarter in ELA/Math | A 15 minute morning engagement time. | | | | | Continued partnership with Citibank |
| Strategy 5 Timeline | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | | | | | Ongoing 2018-2019 School Year |
| Strategy 5 Person/Group Responsible | Grade Level Collaboration Teams | Grade Level Collaboration Teams | Attendance Team/Classroom Teachers | | | | | Principal |
| Strategy 6 | Administer the MAPS assessment K-5 and analyze the reports to monitor students' progress | Administer the MAPS assessment K-5 and analyze the reports to monitor students' progress | | | | | | Continued partnership with Oak Hills |
| Strategy 6 Timeline | Ongoing 2018-2019 School Year | Ongoing 2018-2019 School Year | | | | | | Ongoing 2018-2019 School Year |
| Strategy 6 Person/Group Responsible | Classroom Teachers | Classroom Teachers | | | | | | Principal |
| Strategy 7 | | | | | | | | |
| Strategy 7 Timeline | | | | | | | | |
| Strategy 7 Person/Group Responsible | | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | | | | | | | | |
| Professional Development Supporting Attainment of Outcome | | | | | | | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement-Improvement Plan 2018-2019 | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | Laura Wilder will continue to increase student achievement in the area of reading and math. Currently 49% of third graders, 46% of fourth graders and 37% of fifth graders were proficient in reading on the Smarter Balanced Assessment. We would like to increase each of these grade levels by 5% for the 2018-2019 school year. We will also use our MAP data to monitor how our students are doing to reach this goal. Last year 51% of our students made their RIT goal in reading. In math 62% of our students made their RIT goal. Currently 58% of third graders, 44% of fourth graders and 26% of fifth graders were proficient in math on the Smarter Balanced Assessment. We hope to set a building overall goal of 65% of all students to meet their RIT goal on the MAP assessment. | We will have a targeted daily intervention time for math and reading at each grade level. We will departmentalize math and reading instruction in 4th and 5th grade. | Boys Town well managed schools will continue to be used in the 2018-2019 school year. Our goal would be that all students will be aware of the skills that encompass being a good school citizen. Staff will use the strategies and skills with fidelity and parents will be aware of the skills taught and how they can support this at home. We will measure our success with reducing our office referrals by 5% (353 this year, next year 335). In the 2017-2018 school year 75.1% of our students met the goal of being at school 94% of the time. We will work to reach the goal of 78% for the 2018-2019. This will mean that we need to bring about 25 students into the 94% range. | Laura Wilder will develop an awareness of what cultural responsiveness is. Staff and students will have high expectations and positive attitudes towards all regardless of their backgrounds. | | | | |
| Strategy 1 | Collaboration focusing on student learning in math proficiency using the four critical questions to ensure student learning. Teachers will design/create and review formative assessments to track student learning. Grade level collaborative teams will create SMART goals and monthly focus on struggling students based on data related to grade level proficiency in math. | Teachers will identify and assess students in their classroom using AVMR/MAP. They will meet with targeted students in intervention groups at least twice a week focusing on AVMR or other research based strategies. | Building wide programs and activities will be continued to promote student safety, well-being, hope, and engagement e.g. Kelso's Choices, safety programs, kindness activities and continuing Boys Town Well Managed Schools. | Implement Sanford Harmony curriculum, Staff development and discussions focusing on diversity and inclusion. | | | Staff will be trained in how to alleviate and deescalate behaviors as well as teach social skills to improve school environments. | Build the number of mentors we have at Laura Wilder. |
| Strategy 1 Timeline | 2018 - 2019 School Year | 2018 - 2019 School Year | 2018 - 2019 School Year | 2018 - 2019 School Year | | | 2018 - 2019 School Year | |
| Strategy 1 Person/Group Responsible | Classroom Teachers, Special Education Teachers, Administrators, Educational Assistants | Classroom Teachers, Special Education Teachers, Administrators, Educational Assistants | Counselor, Classroom Teachers, Special Education Teachers, Administrators, Educational Assistants, Tier 2 staff | All staff | | | All Staff | |
| Strategy 2 | Collaboration focusing on student learning in reading proficiency using the four critical questions to ensure student learning. Teachers will design/create and review formative assessments to track student learning. Grade level collaborative teams will create SMART goals and monthly focus on struggling students based on data related to grade level proficiency in reading. | All students who are at grade level will work at least twice a week in a small group with the classroom/resource teacher focusing on a targeted strategy. Students who are non-proficient or behind grade level will be targeted to work in a small group at least 3-5 times a week. Students who are above grade level will receive instruction at least once a week. | There will be quarterly incentives for students who make their attendance goal. Parents will be made aware of attendance goals through attendance contracts. There will also be semester events for students who have made their attendance goal. | | | | | PTA and Classroom Newsletters |
| Strategy 2 Timeline | 2018 - 2019 School Year | 2018 - 2019 School Year | 2018-2019 School Year | | | | | |
| Strategy 2 Person/Group Responsible | Classroom Teachers, Special Education Teachers, Administrators, Educational Assistants | Classroom Teachers, Special Education Teachers, Administrators, Educational Assistants | All Staff | | | | | |
| Strategy 3 | | | | | | | | |
| Strategy 3 Timeline | | | | | | | | |
| Strategy 3 Person/Group Responsible | | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Investigations assessments, classroom formative assessments, Word Analysis, AVMR, DRA, Collaborative Classroom Forms/ Assessments, K-5 MAP, SBA Interim Assessments, BAR Assessments | AVMR, DRA, Word Analysis, Key Links Benchmark books, classroom formative assessments, Collaborative Classroom Forms/ Assessments, K-5 MAP, SBA Interim Assessments, BAR Assessments | 5th grade safety survey, Olweus survey, tracking of behavior reminders and office referrals, Gallup Poll, Review 360, Attendance data on absences and tardies | | | | | |
| | | | | Survey will be given at the beginning/end of the year | | | | |
| Professional Development Supporting Attainment of Outcome | Building Benchmark Days, Staff Meeting PD focused on these goals | Building Benchmark Days, Staff Meeting PD focused on these goals | Monthly Boys Town Staff PD Book Talk | Various professional development activities concerning this topic | | | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SPSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SPSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SPSD will provide a nurturing and safe learning experience for all. | SPSD will develop strategies to enhance a culturally responsive workforce. | SPSD will develop strategies to enhance quality and diversity of its workforce. | SPSD will explore strategies to retain high quality staff. | SPSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SPSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | In 2016-17 our SPI for Student Achievement was 31.35%. By 2017-18 our SPI for Student Achievement will be 35%. | 100% of teachers will utilize small group/individual settings to differentiate instruction in order to meet the needs of individual students. | Staff will utilize available resources to provide a nurturing and safe environment for all students. | | | | | |
| Strategy 1 | Seventy minute weekly grade level collaborations designed to focus on ELA Collaborative Classroom curriculum and Tier One reading instruction. Math and other subjects will be addressed as needed. | Implement the RTI model with uninterrupted Tier 1 Core Instruction in Reading along with Tier 1 and 2 time to include differentiated instruction where teachers work with small guided reading/math groups of students. Grade levels also include a Tier 2 and 3 intervention time with a focus on priority/foundational standards identified by each grade level. LIA, CIES, ELL and SPED teachers pushing into classrooms to provide additional support. | Provide classroom teachers with social/emotional resources such as Sanford Harmony, Olweus Bully Lesson, and Character Counts. | PD related to available resources within our community that helps staff gain an understanding of different cultures and how we can support students. | | Maintain a positive culture and provide staff recognition throughout the year. | The leadership team will meet bi-monthly to plan and facilitate professional development connected to literacy/behaviors. | BASE team will meet weekly and Attendance will team meet monthly to develop strategies to assist families with attendance/tardy issues. |
| Strategy 1 Timeline | 2017-2018 school year | 2017-2018 school year | 2017-2018 school year | 2017-2018 school year | | 2017-2018 School Year | 2017-2018 school year | 2017-2018 school year |
| Strategy 1 Person/Group Responsible | All teaching staff/Administration/Instructional Coach | All teaching staff | All teaching staff | All teaching staff | | Staff, administration, community partners | Administration and The Leadership Team | BASE/attendance team |
| Strategy 2 | K-3 teachers, SPED, and LIA will continue to participate in a literacy grant with a focus on phonics and phonemic awareness provided by Jennifer Sammons. Monthly collaborations will be centered around strategies that staff can use for their most at-risk students. Staff will track data for identified students. | Seventy minute weekly grade level collaborations designed to focus on the Tier 1, Tier 2 and Tier 3 time | Classroom guidance lessons will be taught by the school counselor at all grade levels and Tier II and Tier III counseling will be provided to identified students by the school counselor and Success Coordinator. Individual student plans will be created as necessary. | SOP Training?? | | | | Foster partnerships with church partners, Washington Pavilion, Computer Science community to help enhance shared responsibility for student success. |
| Strategy 2 Timeline | 2017-2018 school year | 2017-2018 school year | 2017-2018 school year | | | | | 2017-2018 school year |
| Strategy 2 Person/Group Responsible | All teaching staff/Administration/Instructional Coach, Jennifer Sammons | All teaching staff/Administration/Instructional Coach | School counselor and Success Coordinator | | | | | Staff, community, parents |
| Strategy 3 | Personalized differentiated guided reading lessons will be implemented daily. A variety of PD opportunities will be planned for the 2017-2018 school year to include book studies and an analysis of core instruction with discussions on lesson design and depth. This will be done at the building and district level. | | Schoolwide procedures and expectations will be created, discussed with staff and students, and practiced to ensure all students are safe and secure. | | | | | Communicate with families through a variety of ways including newsletters, phone calls, and social media. |
| Strategy 3 Timeline | 2017-2018 school year | | 2017-2018 school year | | | | | 2017-2018 school year |
| Strategy 3 Person/Group Responsible | All teaching staff/Administration/Instructional Coach | | All staff | | | | | Staff |
| Strategy 4 | The leadership team will meet bi-monthly to plan and facilitate professional development connected to literacy. | | Breakfast in the Classroom: Students will be provided a breakfast in the classroom to give all students access to proper nourishment as well as building the classroom community by utilizing this time for Morning Meeting as well. | | | | | |
| Strategy 4 Timeline | 2017-2018 School Year | | 2017-2018 School Year | | | | | |
| Strategy 4 Person/Group Responsible | Administration and The Leadership Team | | Staff, administration | | | | | |
| Strategy 5 | Benchmark meetings three times a year. Grade levels will work with specialists to examine data results from all sources to drive decision making in literacy instruction and intervention. MAPS data reflection/action plan sessions will be scheduled two times a year for math and reading each allowing staff time to look at data and create goal/action plans. | | Fuel 60 Program: This program will be implemented schoolwide to encourage students to develop healthy eating habits and exercise routines. | | | | | |
| Strategy 5 Timeline | 2017-2018 School Year | | 2017-2018 School Year | | | | | |
| Strategy 5 Person/Group Responsible | Administration, Classroom teachers, and Interventionists | | Staff, community, Dairy Council, Fuel 60 coach | | | | | |
| Strategy 6 | Librarian will promote critical thinking, problem-solving, collaboration, and perseverance through a variety of ways including Book Battles for 4th and 5th grade students, as well as implementing Makerspace and Breakout Boxes at all grade levels. | | | | | | | |
| Strategy 6 Timeline | 2017-2018 School Year | | | | | | | |
| Strategy 6 Person/Group Responsible | Librarian and staff | | | | | | | |
| Strategy 7 | Code to the Future: Students will participate in daily lessons/activities which incorporate problem-solving, critical thinking, collaboration, and computer science skills. | | | | | | | |
| Strategy 7 Timeline | 2017-2018 School Year | | | | | | | |
| Strategy 7 Person/Group Responsible | Staff, Administration, Code to the Future staff | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Common Formative Assessment data, Word Analysis data, Reading Continuum, Reading Observation, DRA, Reading Inventory data, MAPS data, AVMR, Dreambox | Common Formative Assessment data, Word Analysis data, Reading Observation, DRA, Reading Continuum, MAPS data | MOT and Office Referral data, attendance data, 5th grade Gallup poll, Olweus and Safety Surveys (3rd - 5th grade), School Climate (3rd - 5th grade, parents, and teachers, staff Gallup Poll | | | | | |
| Professional Development Supporting Attainment of Outcome | Solution Tree conference on Tier One instruction (administration and instructional coach); Reflective discussion regarding best practice at grade-level collaboration, benchmark meetings, MAPS meetings and staff meetings; PD provided by Instructional Coach focused on providing engaging, rigorous lessons in Core 1 reading and math lessons. Voluntary book talk on the topic of Interactive Writing. Code to the Future training | Reflective discussion regarding best practice of grade-level collaboration at subsequent staff meetings. | District level trainings for Success Coordinator and School Counselor. Friday Forum opportunities for School Counselor. | | | | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: | |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSO will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSO will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSO will provide a nurturing and safe learning experience for all. | SFSO will develop strategies to enhance a culturally responsive workforce. | SFSO will develop strategies to enhance quality and diversity of its workforce. | SFSO will explore strategies to retain high quality staff. | SFSO will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSO will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. | |
| Goals | MAP – Reading MAP goal for 2019 will be that 65% will meet or exceed their Projected Year's Growth Goal or be on grade level in Reading as measured by the MAP assessment. –The Math MAP goal for 2019 will be that 75% will meet or exceed their Projected Year's Growth Goal or be on grade level in Math as measured by the MAP assessment. SBAC – Our goal for SBAC ELA in 2019 will be to increase this percentage to 65% scoring a level 3 or 4. –The Math goal for 2019 will be to have 65% of students scoring proficient on the SBAC assessment. –(ELA goal: –(Math goal) Writing – Following a decrease in our 4th grade writing scores, our goal in 2019 will be to analyze the student data and create a focus plan for our building to increase the percent scoring 4 or higher on the District Writing Assessment. | Oscar Howe staff will utilize student data to systematically identify students in need of additional teaching, time, and interventions in the areas of ELA and Math. Our goal for 2018 was to increase the percentage of students who are proficient to meet SBAC & MAP assessment goals. Students: In 2017 the percentage of 5th graders who were engaged was 73% and felt a sense of hope was 40% as measured by the Gallup Student Poll. Our goal for 2018 was to increase the percentages of students who are engaged and feel a sense of hope. We accomplished this goal with 75% of students who were engaged and 64% feeling a sense of hope. These were increases of 3% and 15% respectively. Staff: Each semester we analyze the Gallup Employee Survey data and determine as a staff two goal areas that we want to focus on. These efforts create a positive school and build our commitment to compassion, collaboration, and communication to all students, families, and colleagues. For the 2018-19 school year staff chose to focus on "I work, I have the opportunity to do what I do best every day" and "This last year, I have had opportunities at work to learn and grow." | Nine Oscar Howe Elementary staff members participated in the USD Culturally Responsive class last fall. We were part of a four school pilot program and this team will conduct professional development for all staff as part of District Priority Areas 3 & 4. | We adjusted the way student council is formed and how they meet. The process was standardized using an interview and scoring rubric for interested students. This will give students practice in the skills they need to be an effective student council member. In a live interview they must rely on their own abilities, reducing the impact of parent coaching. We also removed the parent signature to increase opportunity for all. Student council meets before school and students can bring breakfast to the meetings in order to give everyone an equal opportunity to participate. | | | | 100% of staff will participate in collaboration and professional development opportunities. | Our goal is to provide professional development for all staff to equip them with the skills and tools to ensure student success. We will continue to work collaboratively with families and our PTA to provide multiple opportunities to involve all stakeholders to develop a strong sense of school community. |
| Strategy 1 | SPT-Reading 1, 2 & 3 Oscar Howe Elementary will meet with building staff at back-to-school in-service to determine what specific student learning data we will track and what visual tool we will create to record this data. This will help our collaborative teams to identify and ensure that each child receives the time and support needed to achieve success with our implementation of Response to Intervention. In 2018-19 the SF School District will also continue with the state literacy grant project. Our K - 3 & 4 staff will receive a refresher training and the program will expand by having our 4th & 5th grade teachers receive 10 hours of training. | SPT-Reading 1 & 2: Non-proficient students are identified using the MAP-Reading Observation form, and grade level common formative assessments. A plan for intervention for those students is created through weekly collaborative sessions. Teachers analyze this data as a grade level to make instructional decisions for students who are not proficient as well as those who have mastered the standard. We will be using Response to Intervention to plan Tier 2 and Tier 3 instruction along with extending the curriculum for those who have demonstrated mastery. | Conduct Oweus Bully Prevention class meetings in every classroom. Oscar Howe also has SAT meetings 2-3x/month in order to support teachers working with students who are experiencing behavioral and emotional challenges. | We adjusted the way student council is formed and how they meet. The process was standardized using an interview and scoring rubric for interested students. This will give students practice in the skills they need to be an effective student council member. In a live interview they must rely on their own abilities, reducing the impact of parent coaching. We also removed the parent signature to increase opportunity for all. Student council meets before school and students can bring breakfast to the meetings in order to give everyone an equal opportunity to participate. | | | SPT-Reading 2&3: Literacy Pilot - Kindergarten through third grade teachers, SPED, speech teachers, instructional coach, and administration staff will participate in a refresher course through the literacy pilot grant. This training will be expanded to 4th and 5th grade teachers. This focuses on students identified with a 0-25% learning disability and provides teachers with various knowledge and lessons on the following areas: Phonological Awareness, Phonics, Vocabulary, Fluency, and Comprehension. These skills can be utilized in teaching of all students to help with reading skills. | To continue to foster high levels of staff engagement as measured by the Gallup Poll, work with education assistants will continue to be a focus for FY19. EA's have expressed interest in further developing skills for working with students that have behavioral or motivational challenges. Training will be continued using the Brian Menden video: Motivating and Managing Hard to Reach, Unintentional and Disruptive Students. In addition to the following community service projects: Coins for Kids, United Way Pledge Drive, Earth Week, Pop Tap Drive for Ronald McDonald House, Make a Wish cards, Project Warm up, Backpack program, PTA meeting, classroom newsletters/email, and Parent Link District communication systems, we will also continue our efforts to have EA's present at staff meetings for celebrations and professional development topics that impact their work. | |
| Strategy 1 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-2019 School Year | |
| Strategy 1 Person/Group Responsible | Classroom Teachers, Administration, SPED, Instructional Coach, and Counselor | Classroom Teachers, CEIS teachers, SPED teachers, education assistants, and administration | Oweus team will plan, all Oscar Howe Staff will implement | Student council advisors, building administration | | | Jennifer Sammons, classroom teachers K-5, LIA, SPED, instructional coach, speech, Administration | Education Assistants & Administration | |
| Strategy 2 | SPT-Reading 3: All teachers will implement key ideas and strategies from Collaborative Classroom Reading and Writing curriculum. Teachers will use the performance task assessments as written within the curriculum to monitor student progress and check for understanding and comprehension of new ELA skills and standards. | SPT-Reading 1 & 2: Oscar Howe staff will continue implementing the Response to Intervention (RTI) model. We have identified and aligned the most essential skills students need in reading and writing in order to become proficient/advanced in ELA. We will be following RTI protocols to have a systematic way to provide students with Tier 2 & Tier 3 interventions along with enrichment/extension activities for students who have mastered learning targets identified by collaborative teacher teams. Oscar Howe Elementary will also be taking part in the new Teacher Pathways Program. This program is in collaboration with Roosevelt High School placing high school students interested in a career in education into first and second grade classrooms for one hour each week to provide additional ELA support for students. | In order to be better prepared in the event of an emergency, Oscar Howe conducted an unannounced lock-down drill on May 5, 2017. For the 2018-2019 school year we will conduct a table top exercise. | Attendance – We will continue implementing a check & connect program. We will request staff volunteers to take on a student at risk with poor attendance being a key factor. This staff member will make regular check-in with their student to build a relationship and hopefully improve their attendance and opportunities for success. | | | Staff created and began a STEAM club. During this weekly club, 3-5th grade students and staff participated in learning about and creating new and innovative practices focusing on science, technology, engineering, art, and math. | SPT-Community Service 1: Participate in the following community service projects: Coins for Kids, United Way Pledge Drive, Earth Week, Pop Tap Drive for Ronald McDonald House, Make a Wish cards, Project Warm up, Backpack program, volunteered at The Banquet, Food Drive for Feeding SD, and Salvation Army Angel Tree Fundraiser. | |
| Strategy 2 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-2019 School Year | |
| Strategy 2 Person/Group Responsible | K-5 teaching staff, special education staff, instructional coach, building administration | Classroom Teachers, CEIS teachers, counselor, SPED teachers, education assistants, and administration | Entire Oscar Howe building | Entire Oscar Howe building | | | School staff, students | Oscar Howe Staff, students, student council | |
| Strategy 3 | SPT-Reading 1&2: Oscar Howe Elementary will continue to conduct vertical alignment sessions to have in-depth collaborative conversations about the ELA content standards. Vertical teams also worked in the past to collaboratively determine the foundational skills needed for the next levels of reading. This reading team will continue in 2018-2019 to increase capacity and ensure new staff are informed. | SPT-Reading 1: Non-proficient students are identified using investigations assessments and MAP data. Teachers analyze this data as a grade level to make instructional decisions for students who are not proficient as well as those who have mastered the standard. Teachers will use the weekly collaboration session during the work day to look at student work and MAP data to determine interventions and strategies to guide future instruction and interventions. | Oscar Howe has continued to commit to the implementation of Effective Classroom strategies school-wide. This commitment includes PD for all staff in this area. We believe this commitment will increase our percentages of students who feel respected by both students and adults at this school. | | | | In 2018-19 Oscar Howe Elementary is forming a guiding coalition. This team is made up of 11 staff members who will work to increase their leadership capacity. This team will play an integral role in planning professional development opportunities for all staff and be instrumental in increasing our capacity for collaboration and being an effective professional learning community. | Sending out a monthly Oscar Howe newsletter, advertise and conduct monthly PTA meetings, classroom newsletters/email, and Parent Link District communication system. | |
| Strategy 3 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-2019 School Year | |
| Strategy 3 Person/Group Responsible | All teaching staff | Teaching staff, instructional coach, administration | Entire Oscar Howe building | | | | Guiding Coalition | Teaching staff, Administration | |
| Strategy 4 | SPT- Math 1-2 – Grade level teams will utilize weekly 30 minute math collaboration time to focus on identifying power standards and necessary skills, look at student work and assessments, discuss effective instruction models, and plan to meet varying student needs through intervention. | SPT Math 2: Teachers will use AVMR assessments with non-proficient students in their classroom. They will meet with small groups within the classroom to provide AVMR interventions. | Physical Education teachers will provide skills and strategies to improve student activity and well-being. The changes to more fruits and vegetables in our school lunch program will provide more healthy food choices leading to a healthier lifestyle. | | | | Weekly collaboration sessions will be utilized to study, discuss, implement, and reflect on research-based instructional strategies that include the C's. Monthly staff meetings are used to provide professional development in the areas of PACE training and RTI. | Family events with students and parents invited to attend in order to strengthen understanding of curriculum, address student needs, build relationships, and provide parents with strategies to strengthen the home/school connection. | |
| Strategy 4 Timeline | Weekly throughout the 2018-2019 school year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-2019 School Year | |
| Strategy 4 Person/Group Responsible | K-5 teaching staff, special education staff | K - 5 Teachers, SPED Teachers | PE teachers and School Lunch Program | | | | Administration, guiding coalition, classroom teachers, and instructional coach | Administration | |
| Strategy 5 | SPT-Reading 3: In the fall of 2018, we will utilize back-to-school in-service time to analyze our writing curriculum vertically. A strategy will be developed to address areas of deficiency as identified in the District fourth grade writing assessment. | Students in K-5 will utilize the Dreambox web based math program for individual practice. | In an effort to improve the physical well-being and eating habits of our students, Oscar Howe Elementary applied for and has again been awarded the Fruits and Vegetables Grant for continued implementation in 2018-2019. | | | | | All 22 classrooms have a Junior Achievement Partner who educate our students about money and the economy. | |
| Strategy 5 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-2019 School Year | |
| Strategy 5 Person/Group Responsible | Classroom Teachers, Administration, SPED, Instructional Coach | Classroom teachers, special education teachers | Administration, school lunch program, classroom teachers | | | | | Teachers, Administration, and Junior Achievement Coordinator | |
| Strategy 6 | The MAP assessment window closes in mid September. After this assessment window we will have Janine Leonard (IC from Hayward) provide professional development for staff in the areas of MAP reports, data analysis, and using student data to inform instruction. The following week Oscar Howe staff will do half day data digs to put this learning into action for each student in each grade level. | Math – Oscar Howe will begin implementing Math Response Days. We will use mid-unit common formative assessments to analyze data to find exactly what students need. During the Response Day students will receive targeted interventions to provide them with the instruction needed to fill gaps or extend their learning. This mid-unit check is designed to fill gaps prior to the end of a unit and summative assessment. | Each fall and again after receiving the new Gallup Employee Survey data, Oscar Howe staff analyze and discuss the results. We celebrate successes and choose two goals to work on throughout the year. Action plans are created with input from all staff in an effort to improve in the two goal areas selected. | | | | | Oscar Howe utilizes several adult and high school student mentors and volunteers to assist in the education of our students. We also have a Family Fall Dance, Bingo Night, State City Night, Second, Fourth, & Fifth grade music/hand/orchestra concerts, building pumpkin decorating contest, Field Day, End-of-year Awards ceremony, talent show, Science Fair, Art Show, Perseverance Assemblies, Book Battles, 4th Grade Soapbox race, Oscar Howe night at Prairie West Library, and Parent-Teacher Conferences. In 2018-2019 we were also awarded a grant to have an Artist-in-Residence for four weeks. Souther Dawn Wolf will be working with all K-5 students during the spring semester. | |
| Strategy 6 Timeline | September 2018 | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-2019 School Year | |
| Strategy 6 Person/Group Responsible | Classroom Teachers, Administration, SPED, Instructional Coach | Classroom teachers, special education teachers | All Oscar Howe Elementary Staff | | | | OH Staff | OH Staff | |
| Data to be Utilized to Monitor or Evaluate Outcome | Reading Observation Forms, MAP, Word Analysis, Words Their Way, 4th Grade Writing Assessment, SBAC | AVMR Math Assessments, DRA, Reading Observation Forms, MAP, Math Investigations Unit Assessments, Word Analysis, Words Their Way, 4th Grade Writing Assessment, SBAC | Gallup Poll, SAT referral information, and behavior reports | | | | MAP, Word Analysis, Literacy Grant Tracking Data, Teacher Survey Data | Gallup Poll | |
| Professional Development Supporting Attainment of Outcome | Training by the Oscar Howe Guiding Coalition throughout the year. Weekly collaboration with grade level teams, and SPED. Professional development on what we will track and how we will track student learning once that decision is made as a building team in the fall. Monthly Professional Development focusing on RTI and Culturally Responsiveness pedagogy. MAP training conducted by a District expert in September. Professional Development will all be delivered through the PLC process. Paying registration fees for Red Apple Caves. Second semester professional development at the building level will follow a choice PD model. Five areas were identified by staff that they could choose from for PD sessions that will take place monthly and also utilize the half-day building in-service in February. | Training by the Oscar Howe Guiding Coalition team throughout the year. ELA weekly collaboration with grade level teams and SPED and weekly math collaboration with grade level teams. Monthly Professional Development focusing on RTI and Cultural Responsiveness pedagogy. This PD will all be delivered through the PLC process. Paying registration fees for Red Apple Caves. | | | | | 10 hours of training will be conducted by Jennifer Sammons for 4th & 5th grade teachers as well as 2 hours of refresher content for K-3rd and special & speech teachers. The 11 member OH Guiding Coalition will meet monthly to continue to learn, research, plan, develop, and grow our capacity to lead our building to increased student and staff success. | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | 100% of our students will exceed their projected growth goal in both reading and math using MAP assessment results. | Using student MAP results the percentage of students scoring below 40% in math and reading. 36% of students currently in reading will be decreased to 30% by the end of the year. 25% of students currently in math will be decreased to 20%. | Improve student climate survey question "I am satisfied with my school" agree and "strongly agree" responses from 64% to 70%. Improve the staff engagement survey results from 3.82 to a 4. Student attendance will increase from 76.92% to 85%. | Improve student climate survey question "Adults at my school have high expectations and positive attitudes toward all students regardless of their background." agree and "strongly agree" responses from 69.4% to 72%. | | | Using student MAP 5th grade science results the percentage of students scoring 70% to indicate college and career readiness or above will increase from 45% to 55% (2 out of 20 students). | |
| Strategy 1 | Students will be assessed in order to determine areas of strength and areas for growth in reading and mathematics throughout the year. The assessment results will be used to guide the instruction they receive in all subject areas. | 30 minutes of reading intervention 4 times a week will be implemented utilizing CORE, DRA Word Analysis, Being a Reader Sets based on student needs. | Updated safety procedures will be explained and all staff will be trained regarding their role in providing safety. A building-wide Monday Morning message will be shared in each classroom. The message will identify the students who earned recognition for their positive character the previous week, as well as the Character Counts trait and Boys Town Social Skill for the week. The weekly message will also include a Getting to Know section highlighting staff and 5th graders. Weekly Staff Notes will provide teachers with the specific social skill lessons to cover during the week. School-wide student and staff events will be planned quarterly to increase a strong safe school community. | Staff Inservice on Cultural Diversity and Gender Bias. | | | A collaboration between McGovern Middle School and Renberg elementary will foster STEM concepts in the 3-5 classrooms. | During the 2018-2019 school year Renberg Elementary staff members will maintain a high level of effective communication with internal and external audiences using the Parent Link program, email, or other web based communication tools such as Facebook. |
| Strategy 1 Timeline | Smarter Balanced assessment to identify skills and areas for growth per student testing at a level two for the 2018-2019 school year. This will happen once a year. | MAP assessment to identify skills and areas for growth for students identified with scores at 60% or lower. This will happen three times per year. | 2018-2019 school year | 2018-2019 School Year | | | 2018-2019 school year | 2018-2019 school year |
| Strategy 1 Person/Group Responsible | K-5th grade teachers, Instructional Coach, SPED, Librarian, Administration | K-5 Classroom teachers, resource teacher, & educational assistants | K-5th teachers and all adults at Renberg Elem | Anne Williams, and Heidi Reynolds | | | Instructional Coach, 3-5 staff, McGovern science staff, Science middle school instructional coach. | Renberg Staff |
| Strategy 2 | At our monthly staff meetings, Instructional Coach will lead staff to develop ELA strategies and design tools for implementation at the classroom level. | Students scoring in the 60%ile or lower on the MAP will be placed into intervention groups based on AVMR constructs. Intervention groups will meet 4 times a week for half an hour. | All staff will implement and use strategies from the Boys Town Well Managed School Program, including teaching the designated social skills each week. All staff members will recognize students who are displaying positive character traits by writing a Character Counts coupon for the student. Students will be recognized weekly for displaying the positive character traits. | Student Council Selection process will focus on a balanced membership to include a diverse group of students. | | | | Staff will be recognized and supported through our business partnership with Remer Lutheran Church. |
| Strategy 2 Timeline | 2018-2019 school year | 2018-2019 school year | 2018-2019 | 2018-2019 School Year | | | | 2017-2018 school year |
| Strategy 2 Person/Group Responsible | K-5th grade teachers, Instructional Coach, SPED, LIA, Librarian, Administration | K-5 Classroom teachers & resource teacher | All homeroom and specials teachers | Beth Adams, Fourth and Fifth Grade Teachers | | | | Renberg Staff |
| Strategy 3 | | | All staff members will reinforce safe and orderly behavior in the halls, recess, and lunchroom by recognizing students who are exhibiting positive character traits and behavior. The Fire and Police Departments provide safety programs for students. Collaborative and social skills will also be taught during the Collaborative Classroom reading curriculum. Students with perfect attendance will be recognized on a monthly basis. On a weekly basis, recognize classrooms with the highest attendance rate. | | | | | Monthly staff gatherings, birthday buddies |
| Strategy 3 Timeline | | | 2018-2019 | | | | | |
| Strategy 3 Person/Group Responsible | | | K-5 classroom teachers; the weekly skill will be reinforced by all adults at Renberg | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Teachers created formal and informal assessments, Interim Smarter Balanced Assessments (3-5), and MAP Informational text assessment results | Teacher created formal and informal assessments, AVMR assessments, Interim Smarter Balanced Assessments (3-5), and MAP results. | The Annual District Discipline Report, Climate Survey Results at grades 3-5, 5th Grade Gallup Poll and anecdotal records. | | | | Formative assessments, 5th grade MAP and Smarter Balanced science assessments | Staff Gallup Poll |
| Professional Development Supporting Attainment of Outcome | All teachers of reading will participate in 10 sessions of Literacy training through the Literacy Grant. | All teachers of mathematics and ELA will be trained to administer and use the results of the MAP to meet student needs. | New teachers and Education Assistants will be trained in Boys Town Well Managed Classroom strategies. | | | | Through impletation of the STEM lessons 3-5 teachers will learn instructional strategies for enhancing science content. | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | 100% of our students will meet or exceed their projected fall growth goal in both reading and math using MAP assessment results | Classroom teachers and SPED teachers will collaborate weekly to develop interventions that will address the learning needs of students who are not proficient in Reading and/or Math to promote growth in 100% of all students who are provided those interventions as measured by formative assessments and the MAP Growth Assessment. | Robert Frost students in grades 3-5 will report an increase in perception of how much their classroom teachers are doing to counter act bullying and how often other students and teachers/other adults at school try to stop it when students are being bullied. | Robert Frost will develop a committee to explore our culturally responsiveness. | | | Improve the staff engagement Gallup survey results. | |
| Strategy 1 | Use NWEA-MAP to identify targeted students at each grade level. Each grade level will monitor and document progress. | Teachers in grades 3-5 will use a focused intervention by implementing Being a Reader during intervention. | Use and implement Responsive Classroom strategies to build community and a safe learning environment for all. Classroom meetings and morning announcements reinforcement will be the primary goal of the sharing of expected student behaviors with students. All staff are responsible for creating a safe atmosphere in all areas of the school building. The components of the building plan included classroom expectations, low level behavior plan, All Hands on Deck before and after school in an atmosphere of mutual respect to provide a safe school community. | PAGE training- Our staff focused on PAGE training in the 16-17 school year. We will continue to incorporate PAGE strategies and ideas in the 18-19 school year. | | | Strengthening our PLC teams at every grade level by having a team of teachers who attended Summer Symposium develop a systematic plan for ensuring all teams are implementing the PLC process with fidelity to grow in their professional practices and positively impact student achievement. | |
| Strategy 1 Timeline | Weekly collaboration- Sept-May Three times a year for Data Digs and regularly to monitor progress | Fall- Spring | Fall- Spring | Fall- Spring | | | Fall- Spring | |
| Strategy 1 Person/Group Responsible | Classroom teachers, coach, principal, intern, resource teachers | Classroom teachers, coach, principal, intern, resource teachers | All Staff | All Staff | | | All staff | |
| Strategy 2 | Use Being a Writer as a focus on vertical alignment and professional development. | All classroom will utilize WIN-WIN time to meet with targeted students on area of need in reading. | Counselor will provide classroom guidance lessons, small group sessions and individual counseling to students and support to parents. and reinforce the Robert Frost expectations through classroom meetings and classroom guidance. All staff are responsible for creating a safe atmosphere in all areas of the school building. | Robert Frost Culturally Responsive Committee will review literature, classroom lesson implementation ideas, and begin planning a culture fair. | | | Annual Gallup survey results and goals will be shared with staff to improve upon students' sense of hope, well-being and engagement. | |
| Strategy 2 Timeline | Monthly professional development- Sept- May | Fall- Spring | Fall- Spring | Fall- Spring | | | Fall- Spring | |
| Strategy 2 Person/Group Responsible | Classroom teachers, coach, principal, intern, resource teachers | Classroom teachers, coach, principal, intern, resource teachers | All Staff | Committee | | | All Staff | |
| Strategy 3 | | | | | | | | |
| Strategy 3 Timeline | | | | | | | | |
| Strategy 3 Person/Group Responsible | | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | | | | | | | | |
| Professional Development Supporting Attainment of Outcome | | | | | | | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goal | Reading Goal: 100% of our students will show growth as defined by their overall Reading RIT on the NWEA MAP data. Math Goal: 100% of our students will show growth as defined by their overall Math RIT on the NWEA Map data. | 100% of our students will participate daily in small group instruction for math and reading activities to maintain and support their individual learning needs. | Attendance: Continue to focus on the critical students. The goal is to continue to improve their daily attendance through check in connect, individualized plans and parent communication. | Increase our Native American students engagement in school. | | Keep the teachers in years 1-3 at the building | Provide staff with PD training identified as areas of need. | Communicate with parents on at the 25, 50, 75, 100, 125, 150 day marks to inform them on student progress in attendance, academics or behavior. |
| Strategy 1 | Grade levels teams will meet for ELA collaboration to analyze the curriculum and connect with the grade level standards, sharing effective strategies, using common grade level assessments, analyze and make instructional plans based on student data. | Grade level teams will analyze formative and summative reading assessments to identify focused interventions for students during collaboration. | Attendance goals and incentives will be set to encourage students to come to school and help parents understand the importance of school. | By creating a NAC jr. Club, students will want to come to school more and feel like they belong. | | Meet with them quarterly to check in | All new teachers will be trained in the Reading Literacy Grant. This will allow all teachers to participate in the monthly collaboration to have quality conversations about students needs and interventions. | All staff were trained in Remind as a method to communicate home. This allows them to use text messaging as a resource. |
| Strategy 1 Timeline | Ongoing from 2017-18 year. Continue for 2018-2019 school year. | 2018-19 school year | 2018-19 school year continuation of 2017-18 school year | 2018-19 timeline | | Oct, Dec, March, May | 2017-18 and 2018-19 school year | 2017-18 school year and 2018-19 |
| Strategy 1 Person/Group Responsible | Classroom, SPED, ELL, coaches and administrative staff | Classroom, SPED, ELL, coaches and administrative staff | All Rosa Parks staff | Cathy Kay/Admin | | Admin, Instructional Coach | ELL, 4th and 5th grade teachers, and administrative staff | All staff |
| Strategy 2 | Grade levels teams will meet for math collaboration to analyze grade level and vertical standards, identify effective strategies, develop common assessments, analyze and make instructional plans based on student data. | Grade level teams will analyze formative and summative math assessments to identify focused interventions for students during collaboration. From this ILT created specific targeted math skills all students should learn by the end of their grade level. The information was based on MAP, SBA, state math standards and current math curriculum. | | | | | The instructional Coaches and Admin will meet weekly to plan, organize and assess our Instructional Leadership mtgs and PD for all staff. | Our NAC leader is starting a Native American group. She will connect with these students through breakfast club, lunch dates. She will also communicate with home. |
| Strategy 2 Timeline | 2016-2017, 2017-18, 2018-19 | 2016-2017, 2017-18, 2018-19 | | | | | 2018-19 school year | 2017-18 school year |
| Strategy 2 Person/Group Responsible | Classroom, SPED, ELL, coaches, and administrative staff | Classroom, SPED, coaches, and administrative staff | | | | | Admin and Instructional Coaches | Admin/NAC |
| Strategy 3 | ILT created grade level learning targets in writing. They reviewed grade level standards, SBA and Collaborative Classroom. There are grade level targets for all students expected to achieve each year. | Identified students will use Imagine Learning daily to improve their reading levels. ELL students will be given first priority for IL licenses. | Rosa Parks classroom staff will teach a weekly Boys Town Skill. The Skills will be reinforced by support staff in throughout the building. The skills are tied to the Olweus Bullying training. The link to the lessons is below. | | | | Teachers will be provided with the opportunity for release time to discuss the results of MAP and how to use to set students goals to show growth. | Communicate with parents on a monthly basis to inform them on student progress in attendance, academics or behavior through postcards at staff meetings, attendance calls, positive office referrals, Star students of the month and Character Counts. |
| Strategy 3 Timeline | 2018-19 school year | 2017-18 and 2018-2019 school year | 2018-19 school year. This is a carry over from 2017-18 school year. | | | | September, December, May release dates for teachers to discuss MAP data results | 2017-2018 and 2018-19 school year |
| Strategy 3 Person/Group Responsible | All staff | Classroom, SPED, ELL, coaches and administrative staff | Admin intern/ designated team/ RP staff | | | | Classroom, SPED, ELL, LIA teachers, and administrative staff | All staff |
| Strategy 4 | | | | | | | PAGE Training - 4 teachers/year | |
| Data to be Utilized to Monitor or Evaluate Outcome | https://docs.google.com/spreadsheets/d/1z0D9ck7voNwwDH8t08bJ_RxaSwwK4czYIBm4qIHt/edit?usp=sharing The link above is what is used for the writing and math targets. During data digs, staff recognized areas we needed to grow in both writing and math. As an ILT, we created the document and this has helped guide our collaboration discussions. Staff have brought student work to collaboration. Writing is displayed in hallways and is focused on during PD on Wednesdays. | | Of the 29 students that started and ended the school year at Rosa, 10 moved out of Rosa, 13 made improvements on their attendance this year. | | | | Post PD surveys from staff | Check attendance for improvement or decline |
| Professional Development Supporting Attainment of Outcome | | 1/2 day in-service times will be spent focuses in interventions grade levels use. We will share what is working and give staff time to work putting together needed strategies/activities for students | https://drive.google.com/drive/folders/0BxFlpu9omQilMGpuYWNXVtoShC7usp=sharing | | | | | Provide resources and information during staff meeting from NAC leader. |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | In the 2018-19 school year, 100% of K-5 will make the progress in reading and math as projected by Measures of Academic Progress (MAP). ² | In the 2018-19 school year, 100% of students that are two grade levels below their peers will be provided an academic intervention. | SSE will provide a nurturing and safe learning environment where 100% of students can learn. | In the 2018-19 school year, SSE will increase the number of cultural activities provided to students and staff by participating in cultural assemblies and celebrations. | | In an effort to retain high quality staff, SSE will support and value the work of all staff. | | |
| Strategy 1 | Use STAMPse data to calibrate expectations for grade level language proficiencies. Apply these to the 3rd quarter IPA assessments developed last year. Develop an IPA to be used in the 1st quarter of 2018 | Teachers will use MAP, DRA/Word Analysis assessments to identify areas of need for interventions in reading. Classroom teacher will specify area of focus. Classroom and intervention teachers communicate bi-weekly to discuss student progress and identify next steps. | Anti-Bullying strategies will be presented to students monthly through the lessons provided by Olweus and Kelso's Choice. Kindergarten and 1st grade will be presented in English by school counselor and by classroom teacher in Spanish. | Students will learn from teachers from a variety of different cultural backgrounds. Spanish culture will be showcased throughout the year. | | | | SI Reads, Parent Organizations, Parent Information Nights, Family Literacy nights, Family math nights |
| Strategy 1 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year |
| Strategy 1 Person/Group Responsible | IPA committee, Instructional Coach, Administration | Classroom, SPED, LIA, 4th/5th Intervention Teachers | Olweus Committee, Classroom Teachers, School Counselor, Administration | | Teachers, interns, administration | | | Classroom teachers, Administration |
| Strategy 2 | Parents will receive education on literacy and math strategies. 4th and 5th grade teachers will provide specific intervention in the area of math, reading and writing to students identified in K-5. Teachers will instruct students using the Collaborative Classroom and LI curriculum, as well as identify students who need additional support in reading, which will be provided to them through the LIA and SI Reads programs. Teachers will share MAP scores with students and parents and set goals for future performance. | Teachers will analyze the MAP data three times a year and determine areas of strength and growth in all students. | School Counselor will provide bi-weekly sessions in every classroom on a variety of self-awareness and social awareness topics. | Staff and students will increase their awareness of other cultures through a variety of activities, including education on holidays from around the world, a celebration of Hispanic Heritage Month, a Spanish language camp field trip, and cultural celebrations | Spanish Heritage Month | | | |
| Strategy 2 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | | | |
| Strategy 2 Person/Group Responsible | Administration, Instructional Coach, Literacy Coach, Math Coach, teachers | Classroom Teachers, SPED Teacher | School Counselor | | Admin, teachers, interns, 5th grade student reporters | | | |
| Strategy 3 | Teachers will continue to trans-adapt MM, and BaW core content lessons. Teachers will identify and order mentor texts for use in instruction. | Teachers will analyze student data to determine intervention needs and design interventions for students | Spanish speaking Interns provide support, on the spot behavior interventions, supervision, and reinforcement of school rules/procedures/appropriate behaviors. | | Highlight Spanish Holidays including Carnival | | | |
| Strategy 3 Timeline | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | | | |
| Strategy 3 Person/Group Responsible | All classroom teachers K-5, curriculum committee, ins. coach, principal, intern | Grade level collaborative teams, SPED, LIA, Administration, Instructional Coach | | | Admin, teachers, interns, | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | STAMP assessment data, IPA scores | MAP, DRA, Word Analysis, AVMR Assessments, IPAs, STAMPse, Smarter Balance | Office Referrals and Logical Consequence Ticket data. Reports of bullying incidents | | Student participation in events, | | | |
| Professional Development Supporting Attainment of Outcome | IPA training with ACFTL representative, collaboration | DRA Training for all new staff. AVMR and AVMR II Training, weekly collaboration for language arts and math | Olweus Training for teachers and interns | | Teachers from different countries/cultures will share specific holiday/celebration information with the rest of the staff | | | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSO will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSO will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSO will provide a nurturing and safe learning experience for all. | SFSO will develop strategies to enhance a culturally responsive workforce. | SFSO will develop strategies to enhance quality and diversity of its workforce. | SFSO will explore strategies to retain high quality staff. | SFSO will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSO will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goal: | 100% of our students will exceed their projected growth goal in both reading and math using MAP assessment results. | Using student MAP results and Smarter Balanced Assessment results, the number of gap students scoring level 1 and level 2 in ELA and math will be decreased by 20%. | 1. Improve student engagement as measured by the Gallup student poll. Increase the overall engagement grand mean to 4.3. 2. Improve the engagement of both certified and non-certified staff as measured by the Gallup Poll. | Enhance the understanding of culturally responsive practices of the Susan B. Anthony staff by participating in professional development activities focused on the impact of cultural diversity and poverty in the lives of students and families. | | Collaborate with grade level teacher leaders to make schoolwide decisions. | Support the on-going professional development of Education Assistants in their instructional practices. | Increase parent attendance at Parent Power monthly meetings. Integrate EL parents in schoolwide events and activities. |
| Strategy 1 | Using student MAP results (fall, winter, spring), teachers will interpret and analyze student data to differentiate classroom instruction and meet with students individually to set student learning goals in the areas of reading and math. Periodically, throughout the year teachers will meet with students to review progress on their goals and make any changes needed. | Using student MAP results, classroom and support teachers will complete additional assessment (DRA/Word Analysis, CORE, AVMR and other formative assessments) for students who fall at the 40%ile and below in reading and math. Teachers will meet monthly to review student progress and growth, plan interventions, and identify next steps for interventions. (Tier 2) | Education Assistants, custodians, clerical and specialists will participate in one to one and job alike discussion groups focused on five key engagement questions provided by the Gallup trainer. https://docs.google.com/document/d/1krhK1x45VqX5N3ahmHUrtVORSQ_Mn7eZSVLwTgh0_No/edit?usp=sharing | Staff at Susan B. Anthony will participate in a staff development session lead by a speaker focused on developing a culturally responsive work force. | | Leadership Team will meet monthly. | Plan and carry out training for education assistants in supporting instruction for students in areas of reading and math. | Plan at least quarterly meetings for parents of ELL students (Parent Power) for the purpose of engaging them to volunteer and participate in school activities which will foster shared responsibility for student success. |
| Strategy 1 Timeline | August 2018-June 2019 | September 2018-June 2019 | September 2018-June 2019 | September 2018-June 2019 | | September 2018-June 2019 | September 2018-June 2019 | September 2018-June 2019 |
| Strategy 1 Person/Group Responsible | Leadership Committee, Math Committee, ELA Committee, Teachers, Instructional Coach, Administration | Classroom, Resource, CEIS, LIA, ELL Teachers | Administration, School Climate Committee | SBA staff | | Leadership Team members | Leadership Committee members | Integration Committee Members, ELL Teachers, Administration |
| Strategy 2 | Teachers in each grade level who teach ELA will work together to review student work, MAP data and will place students in skill based small groups according to student needs. Teachers will meet with small groups at least 4 days per week to provide reading instruction. (Tier 1 instruction) | Teachers will participate in monthly SIOP refresher training. | Teachers will participate in one to one and job alike discussion groups focused on five key engagement questions provided by the Gallup trainer. https://docs.google.com/document/d/1krhK1x45VqX5N3ahmHUrtVORSQ_Mn7eZSVLwTgh0_No/edit?usp=sharing | | | | | Enhance the business partner relationship with Hegg Realtors. |
| Strategy 2 Timeline | August 2018-June 2019 | August 2018-June 2019 | August 2018-June 2019 | | | | | August 2018-June 2019 |
| Strategy 2 Person/Group Responsible | Leadership Committee Members, Math Committee members, ELA Committee members | Leadership Committee, ELL teachers, Administrators | Leadership Committee, School Climate Committee, Administration | | | | | Administration, Leadership Committee |
| Strategy 3 | Build teacher knowledge about math learning progressions. Invite District Math Instructional Coach to introduce topic to math teachers at staff meetings. | | Teachers will participate in a book talk Love and Logic reading and discussing the book to support student engagement in learning and social skills. | | | | | |
| Strategy 3 Timeline | September 2018-June 2019 | | September 2018-June 2019 | | | | | |
| Strategy 3 Person/Group Responsible | Leadership Committee, Instructional Coach | | Leadership Committee, Instructional Coach | | | | | |
| Strategy 4 | | | | | | | | |
| Strategy 4 Timeline | | | | | | | | |
| Strategy 4 Person/Group Responsible | | | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | | NWEA-MAP results, Smarter Balanced Assessment, 4th Grade Writing Assessment, WIDA, data collected from principal walk throughs | | Written reflections by staff on learning from professional development experiences. | | | Feedback from education assistants about the training. | Parent attendance sign-in, asking form input from parents about topics they would like to know more about |
| Professional Development Supporting Attainment of Outcome | Teachers will participate in Data Digs to deepen their understanding for interpretation and analysis of NWEA-MAP assessment results. Teachers will be retrained in setting student learning goals with students. Teachers will expand their knowledge of using MAP data to assign specific, targeted math and reading interventions for students. Data collected by principals on implementation of curriculum components during instructional rounds will be communicated to teachers during professional development sessions throughout the school year. | Teachers will participate in Data Digs to deepen their understanding for interpretation and analysis of NWEA-MAP assessment results. Teachers will be retrained in setting student learning goals with students. Teachers will expand their knowledge of using MAP data to assign specific, targeted math and reading interventions for students. Data collected by principals on implementation of curriculum components during instructional rounds will be communicated to teachers during professional development sessions throughout the school year. | | In-service for staff on one of the half day sessions. | | | After school or during school training for educational assistants. | |

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Statement | SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSD will provide a nurturing and safe learning experience for all. | SFSD will develop strategies to enhance a culturally responsive workforce. | SFSD will develop strategies to enhance quality and diversity of its workforce. | SFSD will explore strategies to retain high quality staff. | SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goals | In the 18-19 academic year, 100% of K-5 students will meet or exceed their reading and math growth goal as projected by the Measures of Academic Progress (MAP). | In the 18-19 academic year, 100% of K-5 students will meet or exceed their math growth goal as projected by the MAP. | By the end of the 2018-2019 school year, the number of office referrals will decrease by 10% from the previous year | Terry Redlin staff will enhance their understanding of the diverse culture of our students. | | During the 2018-19 school year, the employee engagement index will increase by at least 4% (based on Gallup Employee Engagement Survey) and the overall mean will increase at least .1 from 4.10 to 4.2. | During the 2018-19 school year, the employee engagement index will increase by at least 4% (based on Gallup Employee Engagement Survey) and the overall mean will increase at least .1 from 4.10 to 4.2. | In 2018-2019, will improve the percentage of students meeting the 94% attendance target from 72.33% to above 75%. |
| Strategy 1 | Teachers will administer the MAP assessment three times annually and identify student growth goals to drive instruction. Classroom teachers and support staff will meet with non-proficient students, daily, to provide instruction with appropriate, independent level texts matching student needs and learning goals in math and ELA. Teachers will conduct small group instruction, in all classrooms, based on level, strategy, or skill. Curriculum based assessments and Being a Reader sets/ Word Study will be used to drive instruction and intervention. | Grade level teams will have a focused intervention time to deliver specific interventions to students | Continued implementation of Boys Town Well Managed Classroom strategies, the Specialized Classroom Management system of daily, progress, and merit. The Success Coordinator and classroom teachers will emphasize Olweus Program. | Staff members will attend the Summer Symposium with topics on cultural diversity. | | Provide quality feedback to teachers through drop-in observations and new ELA walkthrough tools | Teach Like a Pirate mini-workshops during Aug. 22 inservice, and Sept. - Dec. staff meetings where it is led by Dan Klumper, professor and former Teach like a Pirate Red Apple teacher. Read, plan, develop, and create a lesson for the next month | Attendance improvement initiative - Strive for Five increased communication between school and home regarding attendance by using Kinvo Connect |
| Strategy 1 Timeline | 2018-2019 school year | 2018-2019 school year | 2018-2019 school year | 2018-2019 school year | | 2018-2019 school year | 2018-2019 school year | 2018-2019 school year |
| Strategy 1 Person/Group Responsible | Administrators, Classroom Teachers ELL Teachers CEIS SPED Teachers Literacy Intervention Teacher | Classroom Teachers, UA Teachers, SPED Teachers, ELL teachers, Speech/Language, Administrators, Point of Contact | Admin, Success Coordinator, Tier II Teacher and Behavior Facilitator, Counselor, Teaching Staff | Staff attending, Administrators, Instructional Coach | | Admin | Admin | Principal, Intern, Success Coordinator, All Staff |
| Strategy 2 | Teachers will meet with on and above grade level students to provide instruction with appropriate, independent level texts matching student needs and learning goals. | Teachers meet in grade-level teams weekly in Professional Learning Communities to review common formative assessment results and plan for further intervention and enrichment for identified students. | New staff will participate in Well-Managed/Boys Town Training. The model will continue to be implemented school wide by all staff. Student Support Team members will be trained in Specialized Classroom Management | Staff will host and attend a TREAT(Tredlin Reads & Eats All Together) Night. Different foods will be catered in. Stories from different cultures will be shared as well. | | Full time instructional coach to work with teachers within first five years of teaching prioritized. | Learning Lunches to engage in professional dialogue on various topics including reading strategies | Strengthen existing and grow Community Partners to help improve strategic goals of reading, behavior, and attendance |
| Strategy 2 Timeline | 2018-2019 school years | 2018-2019 | 2018-2019 school year | 2018-2019 school year | | 2018-2019 School Year | 2018-19 School Year | 2018-19 School Year |
| Strategy 2 Person/Group Responsible | Classroom Teachers ELL Teachers CEIS SPED Teachers Literacy Intervention Teacher | Classroom Teachers ELL Teachers CEIS SPED Teachers Literacy in Action | Admin, New staff | all staff | | Instructional Coach | Instructional Coach, Literacy TOSA? | Principal, Intern |
| Strategy 3 | Through the scheduling process at the beginning of the school year, the team will create a protected Tier I instruction time and support staff push-in time for English Language Arts. | Teachers will use assessments (MAP, Pearson K-2, SBAC interim assessments, and AVMR). Teachers will provide individualized, specific instruction to groups during daily math intervention. | Celebrate and recognize students making good choices. S.O.A.R. students Self-Control, On-Task, Achieve Goals, Respectful | Have more culturally diverse books within classroom library collections | | K-3 teachers working with Literacy TOSA and Literacy Intervention Teacher to use Collaborative Classroom components and/or SIPPS to deliver quality literacy instruction | 1/2 Day English Language Arts Classroom Teacher Visits | Use of Kinvo Connect to communicate with parents about attendance |
| Strategy 3 Timeline | 2018-2019 school year | 2017-2020 school years | 2018-2019 School Year | 2018-2019 School Year | | 2018-2019 school year | 2018-2019 school year | 2018-2019 school year |
| Strategy 3 Person/Group Responsible | Scheduling Committee | Classroom Teachers SPED Teachers | All staff members | Classroom teachers | | Instructional Coach, Literacy TOSA, LIT | Instructional Coach, Literacy TOSA? | Attendance Team |
| Strategy 4 | Implement Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS) in K-3. 4th and 5th Grade Teachers will participate in CORE Trainin. 4th grade will implement Being a Reader | Grades K-3 will implement SIPPS to provide teachers with targeted reading skills during intervention and small group instruction. | Continue book discussion on Fostering Resilient Learners with teaching staff | | | Use of Mindfulness for Teachers during book talks/discussions to "manage the stressful demands of the classroom, cultivate an exceptional learning environment, and revitalize teaching and learning." - Voluntary lunch bunch | Provide quality feedback to all staff through the evaluation process and drop-in visits and new ELA walkthrough tools | |
| Strategy 4 Timeline | 2018-19 School Year | | 2018-2019 school year | | | 2018-2019 school year | 2018-2019 school year | |
| Strategy 4 Person/Group Responsible | Literacy TOSA, Classroom Teachers, Literacy Intervention Teacher | | Admin, teaching staff | | | Admin Intern, Instructional Coach | Admin | |
| Strategy 5 | | Lexia Core 5 Reading program - Online intervention tool will be implemented to provide additional practice for identified students in K-5. | | | | | | |
| Strategy 5 Timeline | | 2018-2019 School Year | | | | | | |
| Strategy 5 Person/Group Responsible | | K-5 Teachers, Instructional Coach, Admin | | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | MAP, WIDA, SBA, DRA, Word Analysis, CORE, SIPPS, Montly Progress monitoring, Formative & Summative Assessments, | Teacher created formative assessments, CORE source book, DRA Task Analysis, MAP data, Lexia | Office referrals and Review 360 incident reports, student Gallup Poll, Olweus Bullying Survey, Monthly SOAR slips received | | | Drop In data, Gallup Poll - Staff, Staff Survey | | |
| Professional Development Supporting Attainment of Outcome | MAP data dive subs, Staff Meetings, Goal Setting, Fostering Resilient Learners, Mindfulness, Response to Intervention, Engagement, | MAP data dives, Staff Meetings, Goal Setting, Fostering Resilient Learners, Mindfulness, Response to Intervention, Engagement, Lexia | Boys Town Training for new staff, Continued refreshers for Boys Town strategies, Specialized Classroom Management workshop | Summer Symposium | | SIPPS resources | Teach like a Pirate books and trainer 1/2 day Teacher substitutes | Kinvo Connect |